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BOSTON UNIVERSITY
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THE MENTALLY RETARDED CHILD
AND
BASIC ENGLISH

Submitted by

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(A.B., Boston University 1937)

In partial fulfillment of requirements for
the degree of Master of Education

1945

✓

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INTRODUCTION

Several of the Special Class teachers in a suburban public school system were also working in Adult Alien Education and had been using Basic English in this field. These adults were slow learners in the sense that they had in most cases not learned their own language to any degree of efficiency. It was in the teaching Adult Aliens that the Special Class teachers were first made aware of Basic English as an effective teaching instrument. It occurred to these teachers that possibly the mentally retarded child in the Special Class of the public school might gain something from the same method. An experimental study was conducted to find out what might be accomplished in teaching the mentally retarded child to read by using the Basic English System.

The experiment was done in the spring of 1944 with sixteen children in a Special Class for the mentally retarded in a suburb of Boston. The same experiment was carried on at the same time in two other classes in the same city. One of these has been reported on[1] and the other will be issued in the near future.[2]

In the following pages an attempt is made to state the problem as it existed and to show what was done toward to its possible solution.

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[1] Diotaiuti, A.T., Basic English and the Mentally Retarded Child, Resources Library, Boston University, School of Education. 1944

[2] Messina, Gasperina, Experimental Study of Basic English with the Mentally Retarded Child. To be issued in 1946.

CHAPTER I

READING AND THE MENTALLY RETARDED CHILD

Who is the mentally retarded child? The mentally retarded child is the child who differs from the normal child in the following respects:

1. He is in the lower five per cent of all school children in intelligence. (The upper portion of this five per cent is placed in Special Classes in the public school systems.)
2. He has often learned to walk late and muscular performance is learned slowly.
3. Speech may be delayed and he is reluctant about expressing himself.
4. He is inattentive, apathetic and his interest span is usually very short.
5. He is not resourceful and his ability to reason is poor.
6. He falls three years behind the capacity of normal tasks for a given grade.
7. He is not to be confused with the children in our institutions for the feeble-minded. The mentally retarded child in the Special Classes fo the public school system is the moron or border-line type.

What are the problems in teaching the mentally retarded child to read? Reading has so long been a habit of the civilized races that few people outside the teaching profession realize the complexity of this process. The mentally retarded child cannot be taught to read by the same methods as the normal child. A ten-year old mentality in a man or woman may not get nearly all that the average fourth or fifth-grade child gets from the printed page but such an adult will be of more value to himself and to the community if he masters as much reading as his potential abilities allow.

The greatest problem in teaching the mentally retarded child in the Special Class to read arises from the fact that the average class is composed of children who have experienced failure year after year in the regular grades in their attempt to master the elementary tools of learning. The mentally retarded child has been exposed to materials far above his intellectual capacity and he has been unable to progress with the normal child. He has been frustrated at every turn in his attempt to learn and when at long last he enters the Special Class he is no longer interested. Once he begins to have daily success and finds that he is competing with no one but himself, he begins to learn and progresses at his own rate of speed.

Teaching reading to the mentally retarded child brings into focus all of his handicaps; mental, physical, and emotional. His instruction is adapted to his individual needs and remedial work is a major part of the reading program. The blackboard of his mind must be erased of all incorrect impressions before meaningful progress begins.

The mentally retarded child is the child whose inability to learn to read is fundamentally due to a lack of brain power and he should therefore not be exposed to formal reading until he is at least six years old mentally. This does not mean that he should be allowed to sit in the regular grades until he reaches the mental age for beginning reading. This child must have special training to develop an increased background of oral language. He must be specifically taught the habit of left to right eye-movement without regression; he must have repeated drill in visual and auditory perception; in short he must have full reading readiness program before he is exposed to formal reading by means of any and all devices which will keep the child interested and learning. Success should be stressed in all the work so that the retarded child can feel the sense of security which is necessary for a well-developed personality. Learning to read is an important factor in his later ability to adjust to the everyday problems which he meets in adult life.

A discussion of the teaching of the mentally retarded child in the Special Class. From the standpoint of maximum efficiency in teaching the ideal program educationally would be to have compulsory pre-school testing. By 'testimg', a Revised Stanford-Binet is intended and here concern should not be with the resulting I.Q. as much as with the scatter of the test. A long scatter may mean disability rather than inferior intelligence. Testing each child would mean finding the mentally retarded child and treating him as such at the outset of his school situation. He would receive the specialized training he required and would work to his full capacity at all times thus developing into an adjusted adult.

Many educators feel that the evidence of a Binet upon the entrance into school is not enough to place a child in Special Class thus raising the cost of his education to the city by several dollars per year. Many feel that intelligence cannot be measured with any degree of certainity with any of the tests now available, the Binet included. Let us admit the objections raised. (A testing program such as the one suggested is expensive; the cost per capita of education in the Special Classes is more than that in the normal grades. Intelligence cannot be measured with any degree of certainty with any of the available tests.) However, the Binet is the best prognostic measure at our disposal at the present time. The cost of placing each child where he can get the most from the instruction received is far less expensive than the cost of having a child sit in the regular grades year after year absorbing nothing from the course of study to which he is exposed. Each child should get a full dollar's worth of training from every dollar expended in his behalf. The mentally retarded child would be getting his necessary background work in preparation to learning to read instead of 'sitting' in the grades. The teaching problem would be less complex and the child would be working to his full capacity which in the last analysis is the aim of all education. Dr. Gertrude H. Hildreth says: "Pre-school testing to determine the proper placement of each child may be costly but its dividends in lack of later maladjustments greatly compensate for this factor."[1]

---

[1] Hildreth, Gertrude H., Psychological Service for School Problems. New York: World Book Company 1930. p. 31

In the state of Massachusetts, there is a law governing the entrance of a child into the Special Class. The law says in part that a child must be "three years retarded" and this means actually that a child has lost at least three years in getting training commensurate with his ability. He has been building 'blocks' against any activity that is remotely akin to the frustrating years he has spent in school. He does not like being segregated. He has learned many things which have to be un-learned before he can go ahead. Every teacher who has worked with the mentally retarded child in the State will admit that under the present regulation, she can do "too little" because she has received the child "too late". "Fernald suggested as a program for the training of potentially feebleminded children in the public schools the following points:

(1) the early recognition of defectives;

(2) education suited to the capacities and needs of the child"[1]

Once the child reaches the Special Class, his re-education begins. His performance of school work is the basis upon which the teacher starts his instruction. His goal is his maximum achievement based on his innate capacity. In reading, an informal analysis is made of the child's level with special help to correct any faulty conceptions which hinder his progress. It has become increasingly apparent that the mentally retarded child because of his inferior intelligence cannot handle the usual word load nor can he retain the many enrichment words which appear in the normal reading program. A minimum essential word list is used and reading

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1. Hildreth, Gertrude H., Psychological Service for School Problems. New York: World Book Company 1930. p. 115

material is composed by the teacher when the all too meager supply of low vocabulary high-interest level material has been exhausted. The words should be presented in sentence or phrase content with every possible visual, auditory, and motor appeal. The words must not only be carefully and systematically presented, drilled, and checked, but they must be presented again and again in interesting content and in a new manner. Every opportunity for motor activity involving reading and for varied reading experience should be provided.

It was this problem that presented itself: enough reading material with controlled vocabulary, a reading system, that would appeal to the children and teach them to read.

Basic English was a way to solve the problem because it has a controlled vocabulary and consists of the very lowest possible minimum essentials. The words are repeated again and again in varied and interesting manner. Using it with apparent results, it was thought advisable to set up an experimental study in order to evaluate its superiority over anything else available when used with the mentally retarded child or at least to find how it fared in comparison with the reading program used in Special Class.

CHAPTER II

BASIC ENGLISH AND THE MENTALLY RETARDED CHILD

What is Basic English? Basic English according to C.K.Ogden "is a system in which everything may be said for all the purposes of everyday existence".[1] "Basic English", says I.A.Richards who worked with C.K.Ogden in the founding of Basic, "is English made simple by limiting the number of its words to eight hundred and fifty, and by cutting down the rules for using them to the smallest number necessary for the clear statement of ideas. And this is done without change in the normal order and behavior of these words in everyday English..... Basic English, though it has only eight hundred fifty words is still normal English. It is limited in its words and rules but it keeps to the regular forms of English".[2]

The eight hundred fifty words of Basic English do the work of twenty thousand. For example, the word "disembark" is broken up into "get off a ship". A word like "insert" is "put in". In this way the idea is clear and it is expressed in the most simple fashion. In no other language is there an equal chance of making use of this process. English

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[1] C.K.Ogden, A Short Guide to Basic English, The Orthological Institute, Cambridge, England. 1937 p. 1

[2] I.A.Richards, Basic English and its Uses, W.W.Norton and Company, Inc., New York. 1943 p.23

is the natural language of some five hundred forty millions of people. English has been made part of the school system of countries with interest as widely different as Japan, the Argentine, and Estonia; it is the language of talking pictures, and many hundreds of radio stations; and experts in all countries have for a long time been of the opinion that if only it was simpler it would quickly become international for trade and for all other purposes.

Basic English is this desired simpler form. The complete word list goes on the back of one bit of business stationery. In theory, anyone with no knowledge of English might get it into his head in less than twenty-four hours; but it is wiser to take two hours a day for a month, giving one hour to the words and the other hour to word-order and to the two hundred and fifty special uses ("idioms") which are needed to get the natural effect of everyday talk.

A list of the eight hundred and fifty Basic English words is shown on p. 9. Of these words it may be seen that six hundred are names of things and one hundred and fifty are names of qualities. That makes seven hundred and fifty and the last one hundred are words which put the others into operation and make them do their work in statements. After the names of acts and directions which are pointers come the other Basic English words which make the language complete. All of the sixty-two are clearly taking the place of other words which would say the same thing in a more round-about way, or are of use in oiling the wheels of talking so it may not seem strange to persons who are used to normal English. It is to be remembered that in learning Basis English there will be room for addition but there will be no need for change at a later stage.

BASIC ENGLISH

OPERATIONS
100 ETC.

COME
GET
GIVE
GO
KEEP
LET
MAKE
PUT
SEEM
TAKE
BE
DO
HAVE
SAY
SEE
SEND
MAY
WILL
ABOUT
ACROSS
AFTER
AGAINST
AMONG
AT
BEFORE
BETWEEN
BY
DOWN
FROM
IN
OFF
ON
OVER
THROUGH
TO
UNDER
UP
WITH
AS
FOR
OF
TILL
THAN
A
THE
ALL
ANY
EVERY
NO
OTHER
SOME
SUCH
THAT
THIS
I
HE
YOU
WHO
AND
BECAUSE
BUT
OR
IF
THOUGH
WHILE
HOW
WHEN
WHERE
WHY
AGAIN
EVER
FAR
FORWARD
HERE
NEAR
NOW
OUT
STILL
THEN
THERE
TOGETHER
WELL
ALMOST
ENOUGH
EVEN
LITTLE
MUCH
NOT
ONLY
QUITE
SO
VERY
TOMORROW
YESTERDAY
NORTH
SOUTH
EAST
WEST
PLEASE
YES

THINGS

400 General

ACCOUNT
ACT
ADDITION
ADJUSTMENT
ADVERTISEMENT
AGREEMENT
AIR
AMOUNT
AMUSEMENT
ANIMAL
ANSWER
APPARATUS
APPROVAL
ARGUMENT
ART
ATTACK
ATTEMPT
ATTENTION
ATTRACTION
AUTHORITY
BACK
BALANCE
BASE
BEHAVIOUR
BELIEF
BIRTH
BIT
BITE
BLOOD
BLOW
BODY
BRASS
BREAD
BREATH
BROTHER
BUILDING
BURN
BURST
BUSINESS
BUTTER
CANVAS
CARE
CAUSE
CHALK
CHANCE
CHANGE
CLOTH
COAL
COLOUR
COMFORT
COMMITTEE
COMPANY
COMPARISON
COMPETITION
CONDITION
CONNECTION
CONTROL
COOK
COPPER
COPY
CORK
COTTON
COUGH
COUNTRY
COVER
CRACK
CREDIT
CRIME
CRUSH
CRY
CURRENT
CURVE
DAMAGE
DANGER
DAUGHTER
DAY
DEATH
DEBT
DECISION
DEGREE
DESIGN
DESIRE
DESTRUCTION
DETAIL
DEVELOPMENT
DIGESTION
DIRECTION
DISCOVERY
DISCUSSION
DISEASE
DISGUST
DISTANCE
DISTRIBUTION
DIVISION
DOUBT
DRINK
DRIVING
DUST
EARTH
EDGE
EDUCATION
EFFECT
END
ERROR
EVENT
EXAMPLE
EXCHANGE
EXISTENCE
EXPANSION
EXPERIENCE
EXPERT
FACT
FALL
FAMILY
FATHER
FEAR
FEELING
FICTION
FIELD
FIGHT
FIRE
FLAME
FLIGHT
FLOWER
FOLD
FOOD
FORCE
FORM
FRIEND
FRONT
FRUIT
GLASS
GOLD
GOVERNMENT
GRAIN
GRASS
GRIP
GROUP
GROWTH
GUIDE
HARBOUR
HARMONY
HATE
HEARING
HEAT
HELP
HISTORY
HOLE
HOPE
HOUR
HUMOUR
ICE
IDEA
IMPULSE
INCREASE
INDUSTRY
INK
INSECT
INSTRUMENT
INSURANCE
INTEREST
INVENTION
IRON
JELLY
JOIN
JOURNEY
JUDGE
JUMP
KICK
KISS
KNOWLEDGE
LAND
LANGUAGE
LAUGH
LAW
LEAD
LEARNING
LEATHER
LETTER
LEVEL
LIFT
LIGHT
LIMIT
LINEN
LIQUID
LIST
LOOK
LOSS
LOVE
MACHINE
MAN
MANAGER
MARK
MARKET
MASS
MEAL
MEASURE
MEAT
MEETING
MEMORY
METAL
MIDDLE
MILK
MIND
MINE
MINUTE
MIST
MONEY
MONTH
MORNING
MOTHER
MOTION
MOUNTAIN
MOVE
MUSIC
NAME
NATION
NEED
NEWS
NIGHT
NOISE
NOTE
NUMBER
OBSERVATION
OFFER
OIL
OPERATION
OPINION
ORDER
ORGANIZATION
ORNAMENT
OWNER
PAGE
PAIN
PAINT
PAPER
PART
PASTE
PAYMENT
PEACE
PERSON
PLACE
PLANT
PLAY
PLEASURE
POINT
POISON
POLISH
PORTER
POSITION
POWDER
POWER
PRICE
PRINT
PROCESS
PRODUCE
PROFIT
PROPERTY
PROSE
PROTEST
PULL
PUNISHMENT
PURPOSE
PUSH
QUALITY
QUESTION
RAIN
RANGE
RATE
RAY
REACTION
READING
REASON
RECORD
REGRET
RELATION
RELIGION
REPRESENTATIVE
REQUEST
RESPECT
REST
REWARD
RHYTHM
RICE
RIVER
ROAD
ROLL
ROOM
RUB
RULE
RUN
SALT
SAND
SCALE
SCIENCE
SEA
SEAT
SECRETARY
SELECTION
SELF
SENSE
SERVANT
SEX
SHADE
SHAKE
SHAME
SHOCK
SIDE
SIGN
SILK
SILVER
SISTER
SIZE
SKY
SLEEP
SLIP
SLOPE
SMASH
SMELL
SMILE
SMOKE
SNEEZE
SNOW
SOAP
SOCIETY
SON
SONG
SORT
SOUND
SOUP
SPACE
STAGE
START
STATEMENT
STEAM
STEEL
STEP
STITCH
STONE
STOP
STORY
STRETCH
STRUCTURE
SUBSTANCE
SUGAR
SUGGESTION
SUMMER
SUPPORT
SURPRISE
SWIM
SYSTEM
TALK
TASTE
TAX
TEACHING
TENDENCY
TEST
THEORY
THING
THOUGHT
THUNDER
TIME
TIN
TOP
TOUCH
TRADE
TRANSPORT
TRICK
TROUBLE
TURN
TWIST
UNIT
USE
VALUE
VERSE
VESSEL
VIEW
VOICE
WALK
WAR
WASH
WASTE
WATER
WAVE
WAX
WAY
WEATHER
WEEK
WEIGHT
WIND
WINE
WINTER
WOMAN
WOOD
WOOL
WORD
WORK
WOUND
WRITING
YEAR

200 Pictured

ANGLE
ANT
APPLE
ARCH
ARM
ARMY
BABY
BAG
BALL
BAND
BASIN
BASKET
BATH
BED
BEE
BELL
BERRY
BIRD
BLADE
BOARD
BOAT
BONE
BOOK
BOOT
BOTTLE
BOX
BOY
BRAIN
BRAKE
BRANCH
BRICK
BRIDGE
BRUSH
BUCKET
BULB
BUTTON
CAKE
CAMERA
CARD
CARRIAGE
CART
CAT
CHAIN
CHEESE
CHEST
CHIN
CHURCH
CIRCLE
CLOCK
CLOUD
COAT
COLLAR
COMB
CORD
COW
CUP
CURTAIN
CUSHION
DOG
DOOR
DRAIN
DRAWER
DRESS
DROP
EAR
EGG
ENGINE
EYE
FACE
FARM
FEATHER
FINGER
FISH
FLAG
FLOOR
FLY
FOOT
FORK
FOWL
FRAME
GARDEN
GIRL
GLOVE
GOAT
GUN
HAIR
HAMMER
HAND
HAT
HEAD
HEART
HOOK
HORN
HORSE
HOSPITAL
HOUSE
ISLAND
JEWEL
KETTLE
KEY
KNEE
KNIFE
KNOT
LEAF
LEG
LIBRARY
LINE
LIP
LOCK
MAP
MATCH
MONKEY
MOON
MOUTH
MUSCLE
NAIL
NECK
NEEDLE
NERVE
NET
NOSE
NUT
OFFICE
ORANGE
OVEN
PARCEL
PEN
PENCIL
PICTURE
PIG
PIN
PIPE
PLANE
PLATE
PLOUGH
POCKET
POT
POTATO
PRISON
PUMP
RAIL
RAT
RECEIPT
RING
ROD
ROOF
ROOT
SAIL
SCHOOL
SCISSORS
SCREW
SEED
SHEEP
SHELF
SHIP
SHIRT
SHOE
SKIN
SKIRT
SNAKE
SOCK
SPADE
SPONGE
SPOON
SPRING
SQUARE
STAMP
STAR
STATION
STEM
STICK
STOCKING
STOMACH
STORE
STREET
SUN
TABLE
TAIL
THREAD
THROAT
THUMB
TICKET
TOE
TONGUE
TOOTH
TOWN
TRAIN
TRAY
TREE
TROUSERS
UMBRELLA
WALL
WATCH
WHEEL
WHIP
WHISTLE
WINDOW
WING
WIRE
WORM

QUALITIES

100 General

ABLE
ACID
ANGRY
AUTOMATIC
BEAUTIFUL
BLACK
BOILING
BRIGHT
BROKEN
BROWN
CHEAP
CHEMICAL
CHIEF
CLEAN
CLEAR
COMMON
COMPLEX
CONSCIOUS
CUT
DEEP
DEPENDENT
EARLY
ELASTIC
ELECTRIC
EQUAL
FAT
FERTILE
FIRST
FIXED
FLAT
FREE
FREQUENT
FULL
GENERAL
GOOD
GREAT
GREY
HANGING
HAPPY
HARD
HEALTHY
HIGH
HOLLOW
IMPORTANT
KIND
LIKE
LIVING
LONG
MALE
MARRIED
MATERIAL
MEDICAL
MILITARY
NATURAL
NECESSARY
NEW
NORMAL
OPEN
PARALLEL
PAST
PHYSICAL
POLITICAL
POOR
POSSIBLE
PRESENT
PRIVATE
PROBABLE
QUICK
QUIET
READY
RED
REGULAR
RESPONSIBLE
RIGHT
ROUND
SAME
SECOND
SEPARATE
SERIOUS
SHARP
SMOOTH
STICKY
STIFF
STRAIGHT
STRONG
SUDDEN
SWEET
TALL
THICK
TIGHT
TIRED
TRUE
VIOLENT
WAITING
WARM
WET
WIDE
WISE
YELLOW
YOUNG

50 Opposites

AWAKE
BAD
BENT
BITTER
BLUE
CERTAIN
COLD
COMPLETE
CRUEL
DARK
DEAD
DEAR
DELICATE
DIFFERENT
DIRTY
DRY
FALSE
FEEBLE
FEMALE
FOOLISH
FUTURE
GREEN
ILL
LAST
LATE
LEFT
LOOSE
LOUD
LOW
MIXED
NARROW
OLD
OPPOSITE
PUBLIC
ROUGH
SAD
SAFE
SECRET
SHORT
SHUT
SIMPLE
SLOW
SMALL
SOFT
SOLID
SPECIAL
STRANGE
THIN
WHITE
WRONG

RULES

ADDITION OF 'S' TO THINGS WHEN THERE IS MORE THAN ONE

ENDINGS IN 'ER', 'ING', 'ED' FROM 300 NAMES OF THINGS

'LY' FORMS FROM QUALITIES

DEGREE WITH 'MORE' AND 'MOST'

QUESTIONS BY CHANGE OF ORDER, AND 'DO'.

FORM-CHANGES IN NAMES OF ACTS, AND 'THAT', 'THIS,' 'I,' 'HE,' 'YOU,' 'WHO', AS IN NORMAL ENGLISH

MEASURES NUMBERS DAYS, MONTHS AND THE INTERNATIONAL WORDS IN ENGLISH FORM.

THE
ORTHOLOGICAL
INSTITUTE
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ENGLAND
13 KIRKLAND STREET
CAMBRIDGE,
MASSACHUSETTS

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This is not the place for a thorough discussion of the many Basic English uses in the world today and its promise of expansion in the post war era. The reader may be greatly enlightened by any of the books on Basic English listed in the bibliography p.31.

Basic English is simple English but is no less correct grammatically; any idea may be expressed clearly in natural form. Basic English is not a new language it is a system whereby English may be learned quickly because it is stripped of non-essentials.

What may the mentally retarded child gain from learning to read by the use of the Basic English System? It is recognized that the mentally retarded child must learn to read by the use of a system that is clear, concise and meaningful. He must get the rules of grammar as simply as they can be made. He must be held to a standard of perfection in all his learning. He must learn so well that he has mastery of what he has learned. He must have enough words at his command to be able to express himself orally and in writing. He must have the assurance that he is making progress in his learning and he must be able to see his progress in added power of expression and achievement. He must feel regardless of his mental age that at twelve or fourteen chronologically he is doing a fairly grown-up job.

Learning to read the Basic way gives the mentally retarded non-reader a security he had not achieved from any other system used previously; for the first time he was learning to read. After the first three weeks of instruction, he was writing short sentences which were dictated to him; he could put words into sentences orally or writing;

he could recognize words on flash cards or on the tachistoscope; he could read a "grown-up" book! The mentally retarded child learns not only to read by using the Basic System but to speak and write grammatically correct; and this at the beginning. He gets a great sense of security after becoming used to success; it can be heard in the pitch of his voice as he reads; it can be seen in his posture as he confidently takes dictation. Security improves his oral reading, and his writing is no longer marked over and over. He knows he is moving in the right direction and a reflection of this is seen in all his school work.

CHAPTER III

TECHNIQUE AND RESULTS OF THE EXPERIMENT

How groups were determined. The Durrell-Sullivan Reading Capacity and Achievement Tests[1] were given to the class. With the results of these tests it was possible to divide the class into groups. The range of chronological ages was from eleven to fourteen. The reading capacity ages were from seven to twelve; the capacity grades from two to seven. The achievement ages ran from seven to nine; the achievement grades from two to three. It may readily be seen that the reading achievement ages and grades are not the same as or close to the reading capacity ages and grades in each case.

Two groups of approximately equal capacity were formed with which to carry on the experiment, one group to receive instruction in Basic English, the experimental group; the other in full English, the control group. A graphic picture of the reading capacity and achievement ages for each group, Figure I, may be seen on the next page. The experimental group achievement ages ranged from seven to eight as did the control group; both groups had the same reading achievement age range. The

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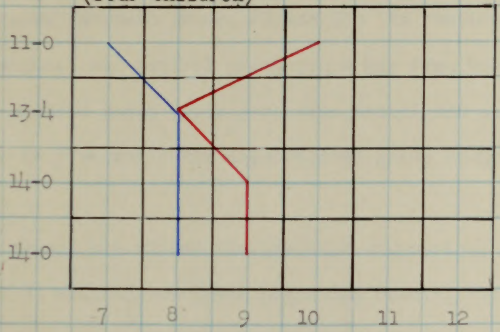
[1] Durrell, D.D. and Sullivan, H.B., Durrell-Sullivan Reading Capacity and Achievement Tests, New York; World Book Company, 1937.

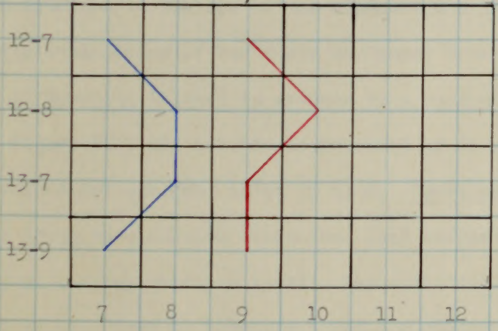
FIGURE I

Reading Capacity and Achievement Ages

Experimental Group (four children)



Control Group (four children)



Results of Durrell-Sullivan Reading Capacity and Achievement Tests.

— Reading Capacity Age

— Reading Achievement Age

reading capacity age range in the experimental group was from eight to ten: the control group from nine to ten. There was a higher reading capacity age in the control group, this group showed the higher potentiality.

Following this may be seen the picture of the reading capacity and achievements grades for each group, Figure II. In reading achievement grades both the experimental and control group range was from two to three. In reading grades the control group again presented the higher capacity having a range from four to five while the experimental group range was from three to five.

A third group, who showed the greatest discrepancy between capacity and achievement in reading was given beginning reading with a Basic English 'primer', Words on Paper.[1] This text was originally written by Igor Richards and Christine Gibson for use in illiterate classes in Adult Civic Education. It has a graded approach to the use of the alphabet and its simple syntax is presented with explanation of words and sentences through pictures. Thus the difficulty of learning to read is reduced to a minimum. This group as may be seen in Figure III,[2] did have an achievement grade range from two to three and an achievement age from seven to nine. Words on Paper was used with this third group to eliminate confusions that stopped it from reading with efficiency at the begininer's level. There was difficulty encountered in the simplest reading text in vocabulary and comprehension. Vocalization and regression was the rule rather that the exception. The differences in most cases between reading achievement and reading capacity in this group promoted the thought that there was the need to start anew the process of

---

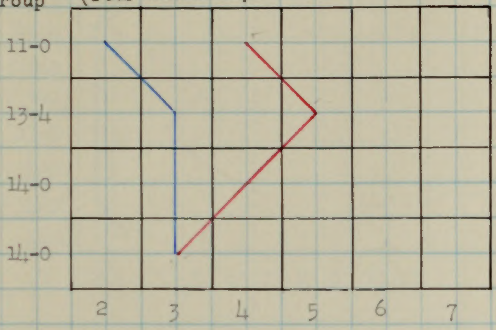
[1] Richards, I.A., and Gibson, Christine, Words on Paper, Cambridge: Havard Commission on English Language Study, 1943.

[2] Figure III p.16

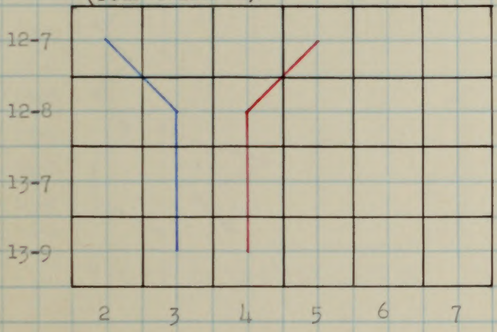
FIGURE II

Reading Capacity and Achievement Grades

Experimental Group (four children)



Control Group (four children)

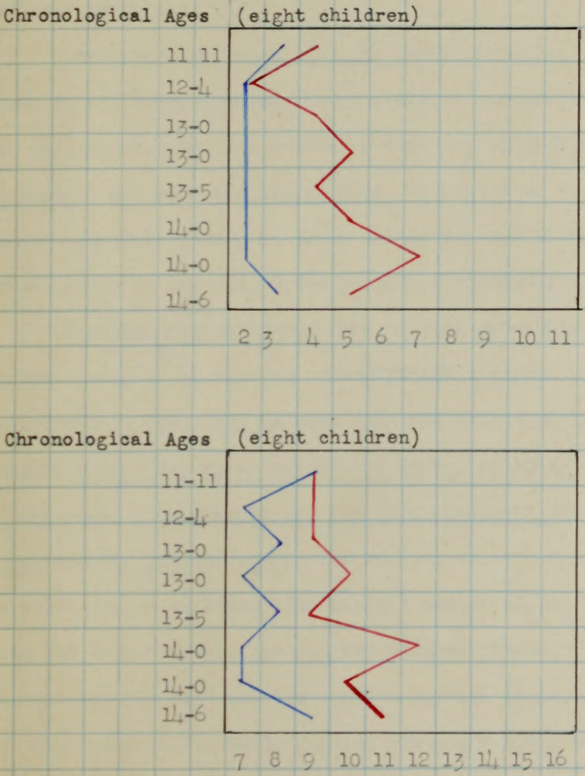


Results of Durrell-Sullivan Reading Capacity and Achievement Tests

— Reading Capacity Grade
— Reading Achievement Grade

FIGURE III

Words on Paper



Reading Capacity and Achievement Grades in upper graph.

Reading Capacity and Achievement Ages in lower graph.

— Reading Capacity
— Reading Achievement

learning to read. Words on Paper was used with this group because in this text a minimum of words (181) is set in carefully graded stages to promote a definite degree of competence with language symbols in a few significant sentence patterns.

Basic English Tests built on three levels of reading difficulty were given to all three groups. The results of the Initial Basic English Tests for the experimental and control groups may be seen in Figure IV.[1] The Words on Paper group made the scores shown in Figure V.[2] The greatest variance in performance may readily be seen. A similar set of tests was given to all three groups at the end of the period of instruction to measure progress.

Reading material used. The reading materials chosen were taken from various sources[3] so that enough different kinds of reading experiences could be presented. This may be seen from the titles of the reading used. Black Beauty, Pinocchio, Wires Around the Earth, Training for the Presidency, Dog of Flanders, Young George and the Colt, Crusoe's Journal, The Whistle, Candle Days, and The Golden Touch. The reading selections are listed in the order in which they were read. The subject matter of the reading materials was the same for both the experimental and control groups; the experimental was written in Basic English and the control in full English. The presentation of reading material for daily reading lessons was the same. Although the number of lessons was the same the time taken for each lesson was less for the experimental group.

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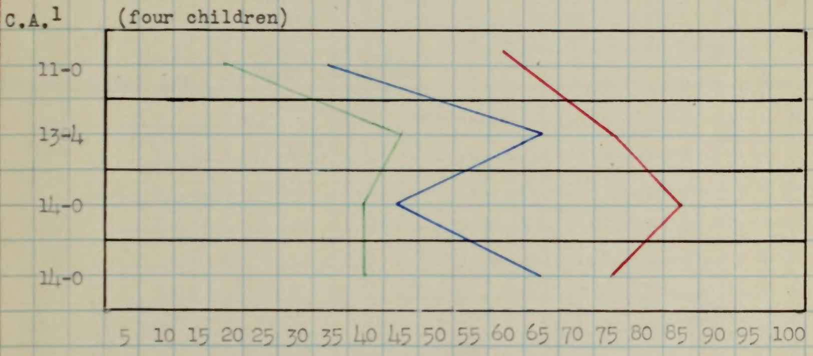
1. p. 18
2. p. 19
3. Copies of all reading selections may be found in the Appendix, p. 36

FIGURE IV

Initial Basic English Test Scores

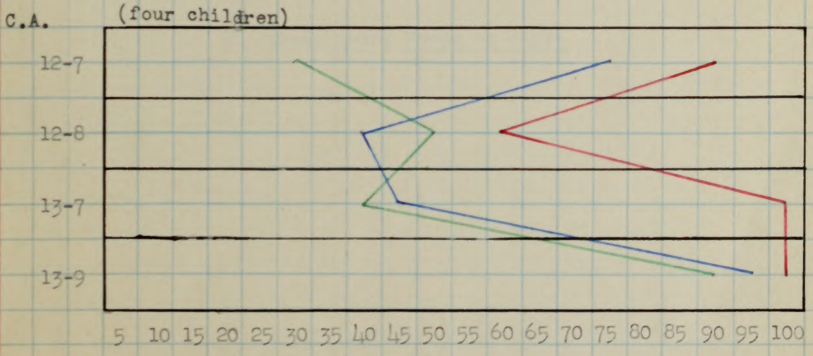
Experimental Group

(four children)



Control Group

(four children)



— Initial Basic English Test I

— Initial Basic English Test II

— Initial Basic English Test III

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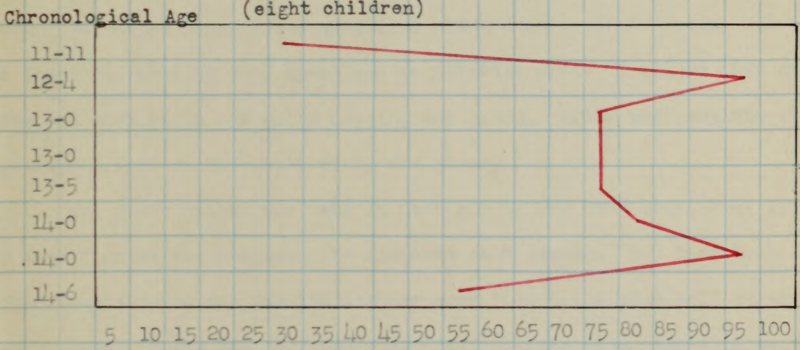
[1] Chronological Age

FIGURE V

Initial Basic English Test Scores

(eight children)



Group using *Words on Paper*

Presentation of material to experimental and control groups. The presentation and development of each story was as follows: at the beginning of each new story spelling words were given. The words were selected for their future use in written and oral language and their frequency in reading material. At the beginning of each daily reading lesson proper names and names of places were discussed for pronounciation. A period of word study was given for meaning in the context. A period of silent reading followed during which the group asked questions which arose. Oral reading was next in order followed by oral questions on material read. A silent test on material covered in the daily reading was given. After the complete story was read a test on the whole story was given.

The above method was used in both groups for each story read allowing as much time as was necessary to complete each lesson. The word load in the experimental group was far the lighter even though the same subject matter was covered. There was no fixed time limit but the time needed by each group for each lesson was noted.

Method used for reading lesson in Words on Paper group. It is to be remembered that this group was given beginning reading in Basic English to determine the merit of the system as a primary reading tool when used with the mentally retarded child. This group had failed to learn to read with the normal reading program in spite of the fact that it had reading capacity. The group was instructed in the following manner: a daily period of drill in auditory and visual perception was given. Words were presented in action, with the use of any device to further comprehension of the words and to fix retention. A silent reading period during which the group asked questions

---

1. See Appendix: tests follow each reading selection.

which arose followed by oral reading and drill for recall of words in the lesson. Then came a period during which each child went to the board and wrote from dictation followed by a period of seat work of dictation of words or phrases which appeared in the daily lesson. These periods of dictation helped the group to feel the power it was acquiring from learning to read and supplied an incentive for effort at all times.

How the results were determined. The experimental and control groups: the daily tests on reading material were scored and the median found for the tests on each story. These group scores were arrived at to find out which group ranked higher, the experimental group using Basic English or the control group using full English after six weeks of instruction, the length of time in which the material was covered. Table I[1] shows the median scores of the tests and it becomes apparent that in all cases the Basic English group (experimental) made the higher score. There was a difference of from eight to twenty-two points in the median scores. The scores varied on each story and were best on the material which most appealed to the interest of the children.

The scores which should be noted especially are the ones on The Golden Touch. There was no presentation or development on this reading selection. The material was given to the groups and no help of any kind was received in its reading which was silent. At the conclusion of the reading, tests were given. The experimental group made the superior score, topping the control group by eleven points.

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[1] p. 22

TABLE I

Group Median Scores

Reading Selection	Experimental	Control
Black Beauty	92.5	71.14
Pinocchio	98.5	76.5
Wires Round the Earth Wires Around the World	88.3	80.5
Training for a President Training for the Presidency	88.5	76.0
Dog of Flanders	57.3	53.25
Young George and the Young Horse Young George and the Colt	88.7	68.5
Crusoe's Day Book Crusoe's Journal	90.75	83.8
The Whistle	55.5	38.5
Wax Light Days Candle Days	74.5	66.0
The Touch of Gold The Golden Touch	90.5	79.5

Median scores of tests given on material read during period of instruction.

For each of the daily reading lessons the experimental group took less than half of the time spent with the control group. This fact makes it possible to have additional practice periods in word recognition, continuous repetition and drill on correct oral and written grammar usage and spelling in any reading program where Basic English is used. The shorter reading lesson which is complete more nearly fits the short interest span of the children. It makes for top efficiency at all times during the reading lesson and helps immeasurably to fix retention of new words. The words retained by the experimental group at the end of the school year was greater than that of the control group. This was attributed to the fact that the word load was far lighter in the experimental group and more nearly met the individual need of the retarded child. This also accounted for the higher spelling scores in the experimental group.

The scores of the Final Basic English Tests for the experimental and control groups may be seen in Figure VI.[1] It may be noted at a glance that the experimental group showed the greater progress when its scores are compared with the scores of the control group for the same test. In the Initial Basic English Tests the experimental group had scores ranging from fifteen to eighty-five; the control group from thirty to one hundred. In the Final Basic English Tests the control group had scores ranging from forty to one hundred; the experimental group from forty-five to one hundred. The experimental group in spite of having the lower capacity reading ages and grades made the most progress during the six weeks period of instruction.

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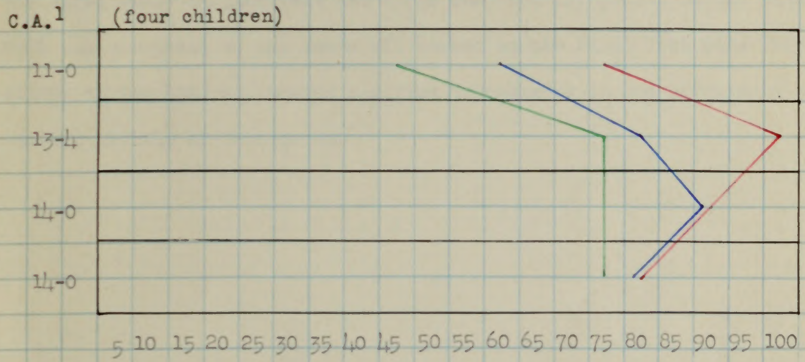
[1] p. 24

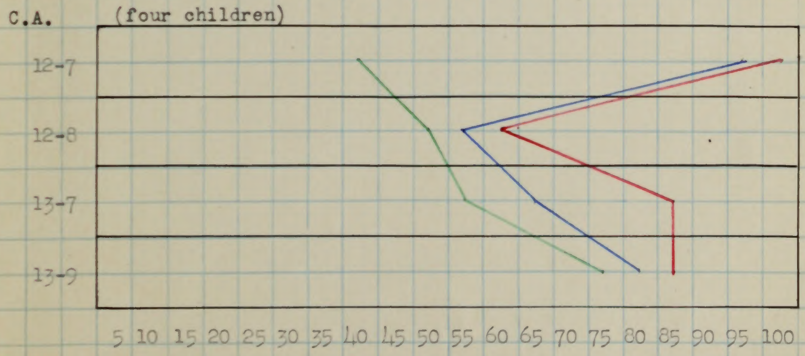
FIGURE VI

Final Basic English Test Scores

Experimental Group



Control Group



— Final Basic English Test I
— Final Basic English Test II
— Final Basic English Test III

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1. Chronological Age

It was expected that each group would make some gain after six weeks of instruction but the experimental made the greater gain.

Words on Paper Group. The scores of the Final Basic English Test for the Words on Paper group may be seen in Figure VII.[1] The range of scores on the Initial Basic English Test was from twenty-five to ninety-five; on the Final Basic English Test the range was from fifty-five to one hundred. With the exception of one score all scores on the Final Test were from eighty to one hundred showing a marked improvement in the efficiency of the reading ability of this group.

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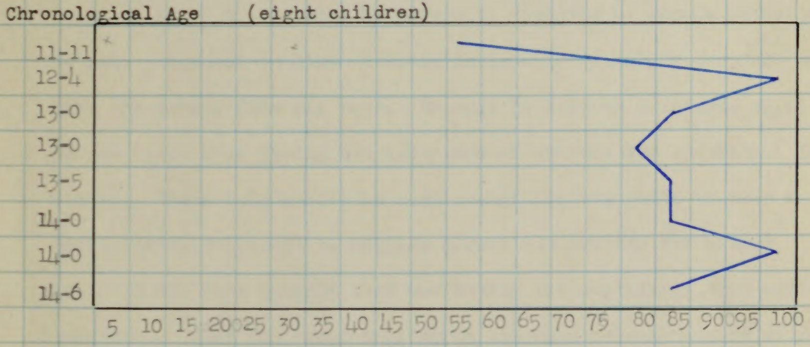
[1] p. 26

FIGURE VII

Final Basic English Test Scores



Group using Words on Paper

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The mentally retarded child may not be so-called merely on the basis of his I.Q.; he must be carefully observed by people qualified to pass judgement on him. A child is capable of making progress only when the school fits his need. He must be held to standards which he can reach thus giving him assurance of success and security. In reading, "Materials should be easy enough for the child to read and sufficiently difficult to require effort and promote learning."[1]

It was this thought that was behind the experiment that was conducted. What did Basic English in its conciseness have to offer the mentally retarded child? In general the material chosen and duplicated for reading was of interest to the children in both the experimental and control groups. The story that could be completely read in two or three reading lessons held interest better than the longer story as was to be expected. The experimental group using Basic English had a lighter word load and covered the same subject matter as the control group using full English. The control group started with an advantage over the experimental group in that

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[1] 1. Kirk, Samuel A., Teaching Reading to the Slow Learning Child, Boston: Houghton Mifflin Company, 1940. p. 130

it had a higher reading capacity range but the experimental group made the higher scores on all tests on materials used.

Every minute the retarded child spends in the Special Class must be utilized to its fullest advantage if he is to have a working reading knowledge at the close of the educational period in his life which is usually at the age of sixteen chronologically. Most of the children used in this experimental study were from twelve to fourteen chronologically, and the _Words on Paper_ group, the largest of the three groups, had no mastery of reading at second grade level. They should have been reading with efficiency on the third or fourth grade level.

When all the evidence was compiled Basic English presented itself in a favorable light when compared with full English. It is the answer to full and efficient utilization of the reading period for the mentally retarded. It is an effective teaching instrument, it appeals to the class, it is clear-cut, it gets results and it is a time-saver.

The findings in this study are not considered valid because too small a population was used. However, the results were gratifying. The group using Basic English made progress and developed a "want to read" and "we cannot get enough" attitude toward reading. Their oral reading improved and their ability to get meaning from the printed page was greater.

It would be of interest to see this group continue to use Basic English in their reading program for the rest of their school

period. It would be of greater interest to see a program in Basic English used with the mentally retarded over a period of years with a population large enough to prove its purposefulness and utility.

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DURRELL-SULLIVAN
READING CAPACITY AND ACHIEVEMENT TESTS

READING CAPACITY TEST

By Donald D. Durrell
Professor of Education and Director of the Educational Clinic
Boston University

and Helen Blair Sullivan
Associate Director of the Educational Clinic
Boston University

Inter.
Capacity
A

INTERMEDIATE TEST: FORM A

For Grades 3 to 6

Name.................................Grade..........Teacher................Boy or girl........

Age.........When is your next birthday?........................How old will you be then?..........

Name of school............................City...........................Date................

Test	Score	Grade Equivalent	Age Equivalent
1. Word Meaning			
2. Paragraph Meaning			
Total			

Patent No. 1,586,628

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TEST 1. WORD MEANING

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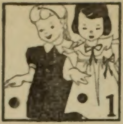
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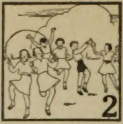
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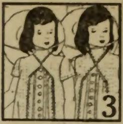
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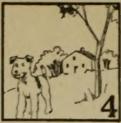
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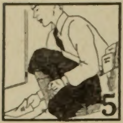
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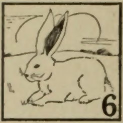
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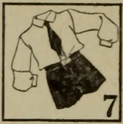
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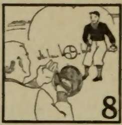
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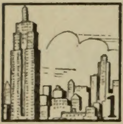
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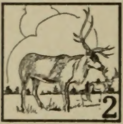
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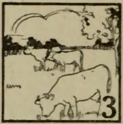
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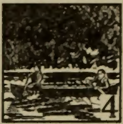
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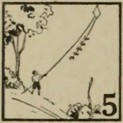
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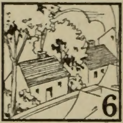
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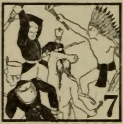
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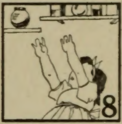
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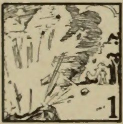
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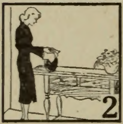
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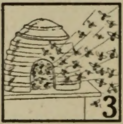
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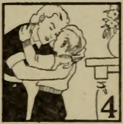
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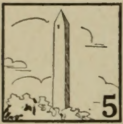
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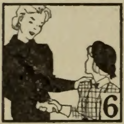
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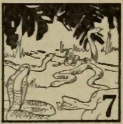
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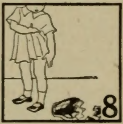
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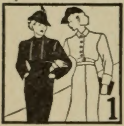
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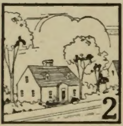
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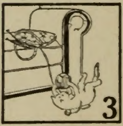
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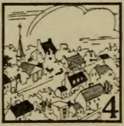
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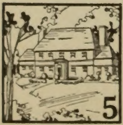
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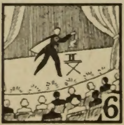
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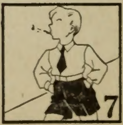
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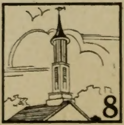
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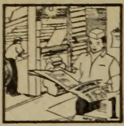
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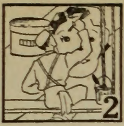
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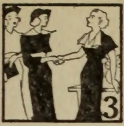
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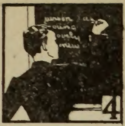
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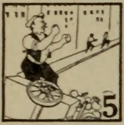
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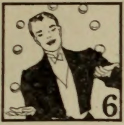
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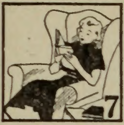
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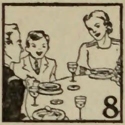
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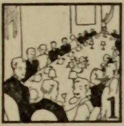
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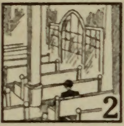
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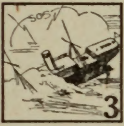

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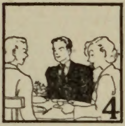
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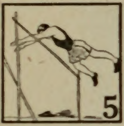
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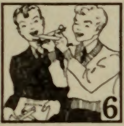
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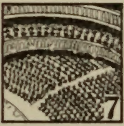
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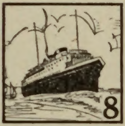
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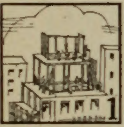
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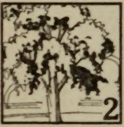
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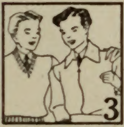
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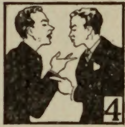
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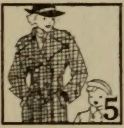
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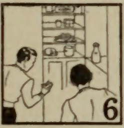
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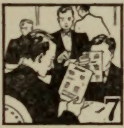
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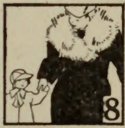
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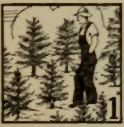
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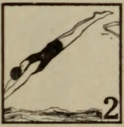
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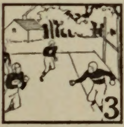
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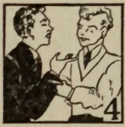
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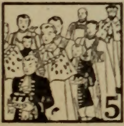
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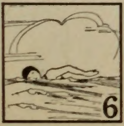
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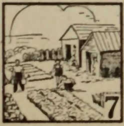
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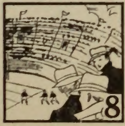
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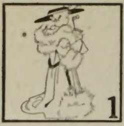
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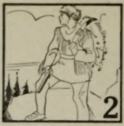
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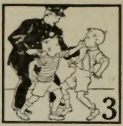
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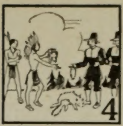
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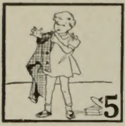
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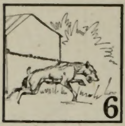
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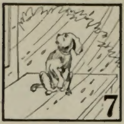
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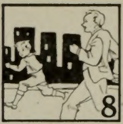
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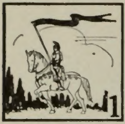
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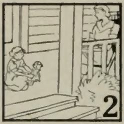
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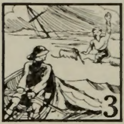
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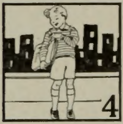
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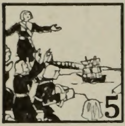
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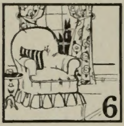
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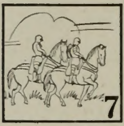
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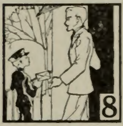
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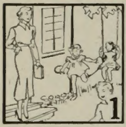
XI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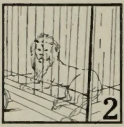
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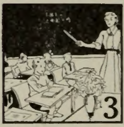
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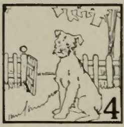
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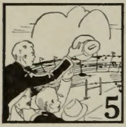
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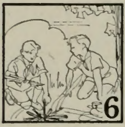
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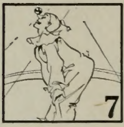
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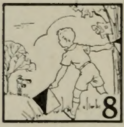
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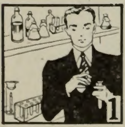
A( )
B( )
C( )
D( )
E( )

XII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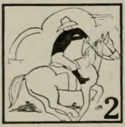
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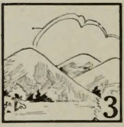
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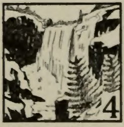
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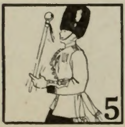
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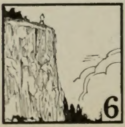
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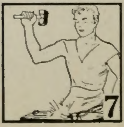
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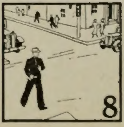
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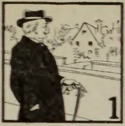
A( )
B( )
C( )
D( )
E( )

XIII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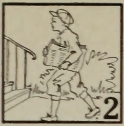
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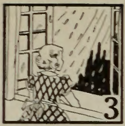
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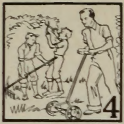
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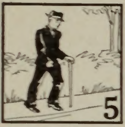
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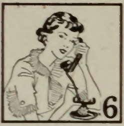
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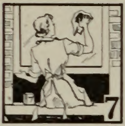
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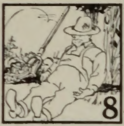
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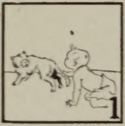
A( )
B( )
C( )
D( )
E( )

XIV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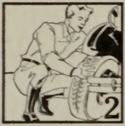
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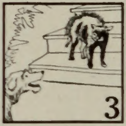
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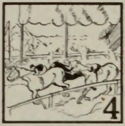
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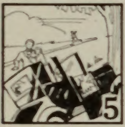
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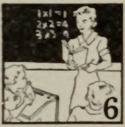
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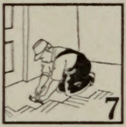
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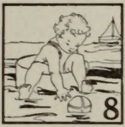
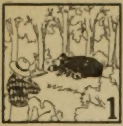

8

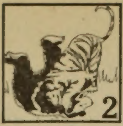
A( )
B( )
C( )
D( )
E( )

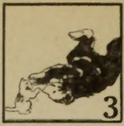
Score . . . . . .

TEST 2. PARAGRAPH MEANING

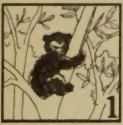
I

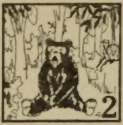


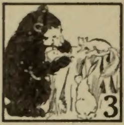




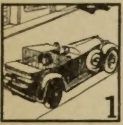
A( )

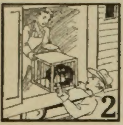


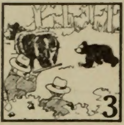




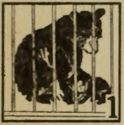
B( )

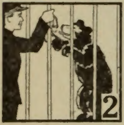


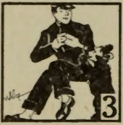




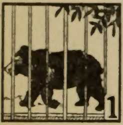
C( )

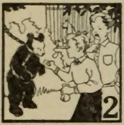


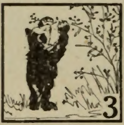




D( )

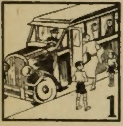


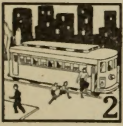


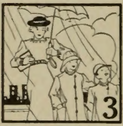


E( )

II







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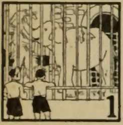
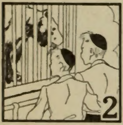
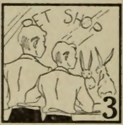
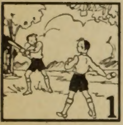
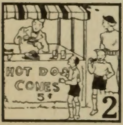






B( )

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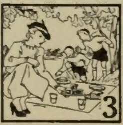
CONES
5¢
2


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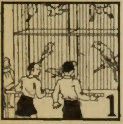
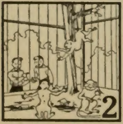
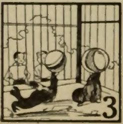
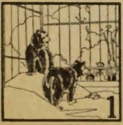
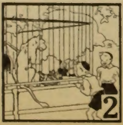


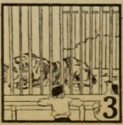




D( )







E( )

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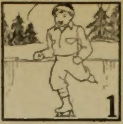
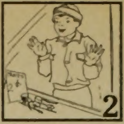
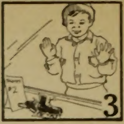
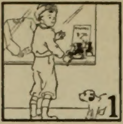
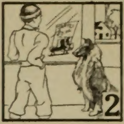


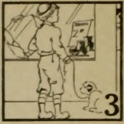




A( )







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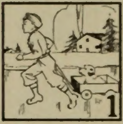

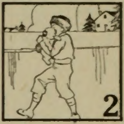

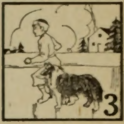

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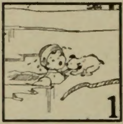

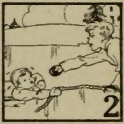

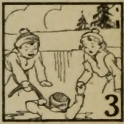

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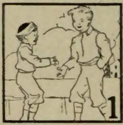

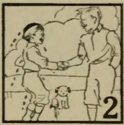

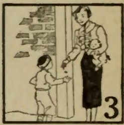

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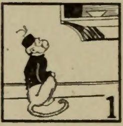

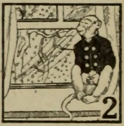

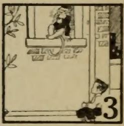

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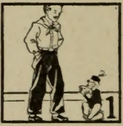

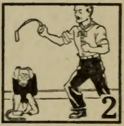

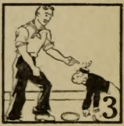

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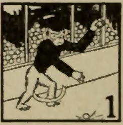

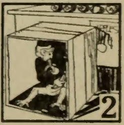

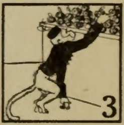

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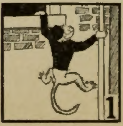

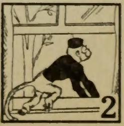

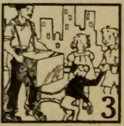

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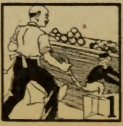

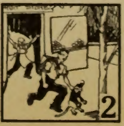

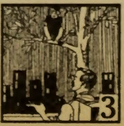

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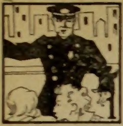
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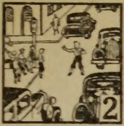
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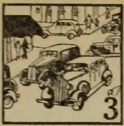
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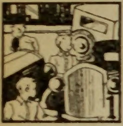
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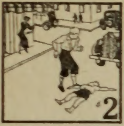
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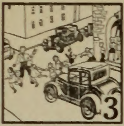
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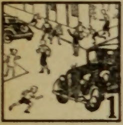
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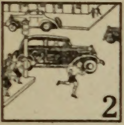
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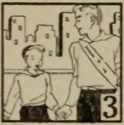
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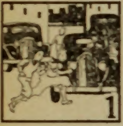
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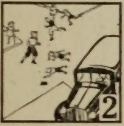
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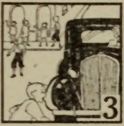
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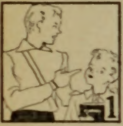
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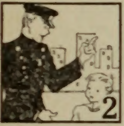
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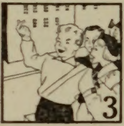
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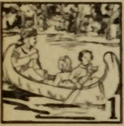
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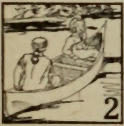
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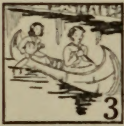
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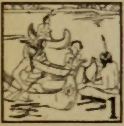
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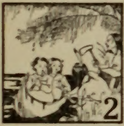
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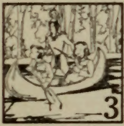
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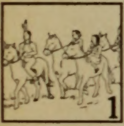
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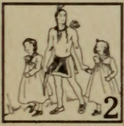
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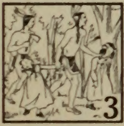
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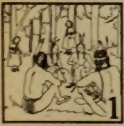
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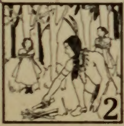
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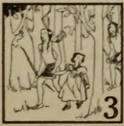
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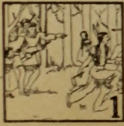
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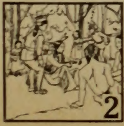
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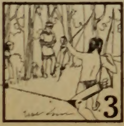
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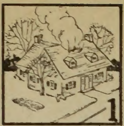
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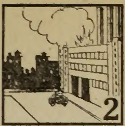
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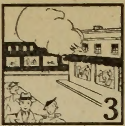
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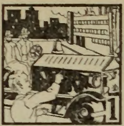
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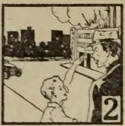
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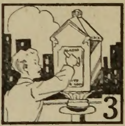
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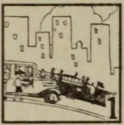
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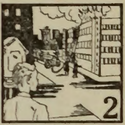
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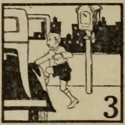
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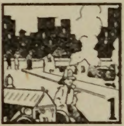
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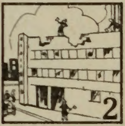
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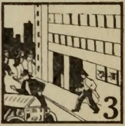
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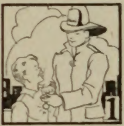
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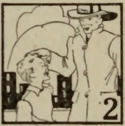
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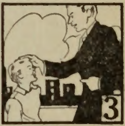
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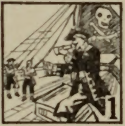
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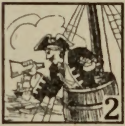
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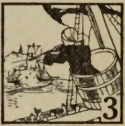
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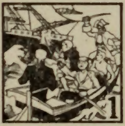
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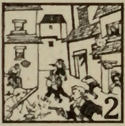
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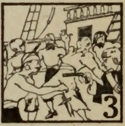
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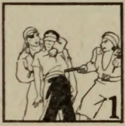
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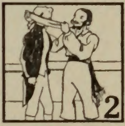
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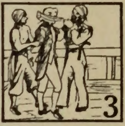
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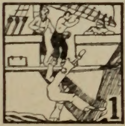
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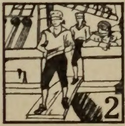
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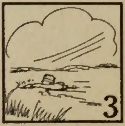
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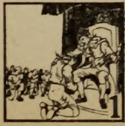
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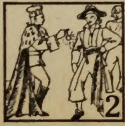
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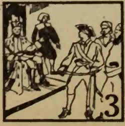
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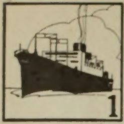
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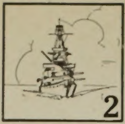
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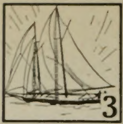
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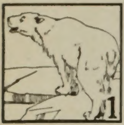
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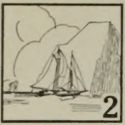
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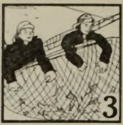
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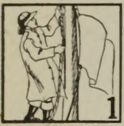
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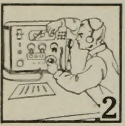
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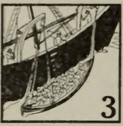
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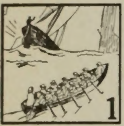
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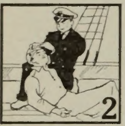
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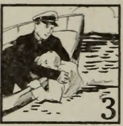
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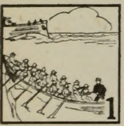
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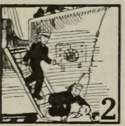
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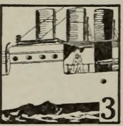
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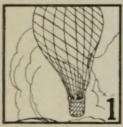
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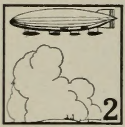
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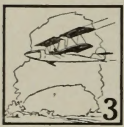
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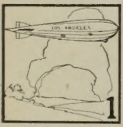
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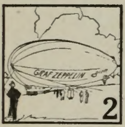
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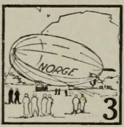

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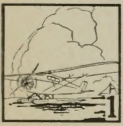
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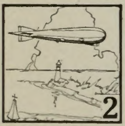
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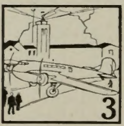
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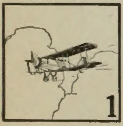
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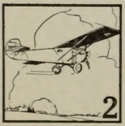
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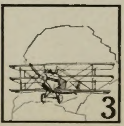
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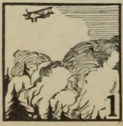
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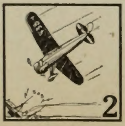
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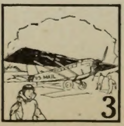
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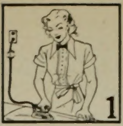
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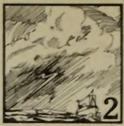
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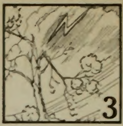
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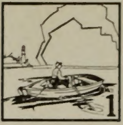
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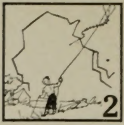
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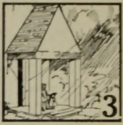
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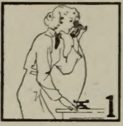
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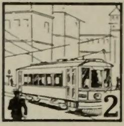
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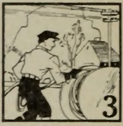
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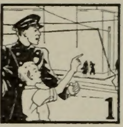
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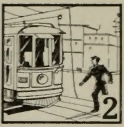
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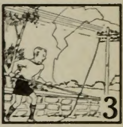
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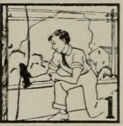
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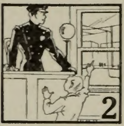
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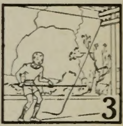
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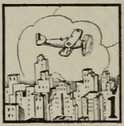
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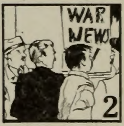

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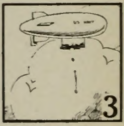
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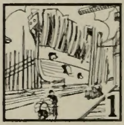
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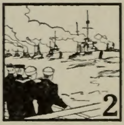
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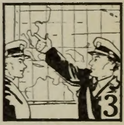
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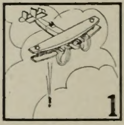
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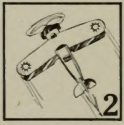
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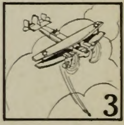
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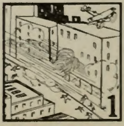
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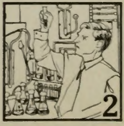
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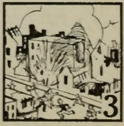
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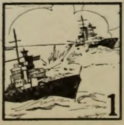
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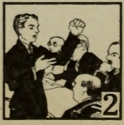
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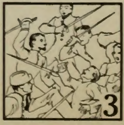
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Score.......

DURRELL-SULLIVAN
READING CAPACITY AND ACHIEVEMENT TESTS

READING ACHIEVEMENT TEST

By DONALD D. DURRELL
Professor of Education and Director of the Educational Clinic
Boston University

and HELEN BLAIR SULLIVAN
Associate Director of the Educational Clinic
Boston University

**Inter.
Achievem't
A**

INTERMEDIATE TEST: FORM A
For Grades 3 to 6

Name.................................Grade..........Teacher................Boy or girl........

Age.........When is your next birthday?.........................How old will you be then?..........

Name of school..................................City..........................Date................

Test	Score	Grade Equivalent	Age Equivalent
1. Word Meaning			
2. Paragraph Meaning			
Total			
Optional Tests			
3. Spelling			
4. Written Recall Rating			

Patent No. 1,586,628

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TEST 1. WORD MEANING

Samples.

	1	2	3	4	5
An *apple* is a kind of — 1 paint 2 metal 3 animal 4 fruit 5 chair . .	☐	☐	☐	☒	☐
Large means — 1 angry 2 big 3 hurt 4 little 5 like	☐	☐	☐	☐	☐
To *shut* means to — 1 help 2 give 3 take 4 run 5 close	☐	☐	☐	☐	☐
1. A *dog* is an — 1 answer 2 elephant 3 animal 4 excuse 5 orange	☐	☐	☐	☐	☐
2. A *robin* is a — 1 crow 2 bird 3 bug 4 flower 5 leaf	☐	☐	☐	☐	☐
3. To *bring* is to — 1 find 2 carry 3 think 4 lose 5 fall	☐	☐	☐	☐	☐
4. *Small* means — 1 hurry 2 large 3 little 4 like 5 help	☐	☐	☐	☐	☐
5. To *fall* is to — 1 pay 2 lift 3 touch 4 drop 5 face	☐	☐	☐	☐	☐
6. To *bake* is to — 1 break 2 lose 3 cook 4 speak 5 copy	☐	☐	☐	☐	☐
7. A *dollar* is — 1 copper 2 money 3 business 4 healthy 5 clothing	☐	☐	☐	☐	☐
8. A *voice* is used to — 1 clamp 2 speak 3 point 4 write 5 mark . . .	☐	☐	☐	☐	☐
9. A *potato* is a — 1 song 2 planet 3 vegetable 4 table 5 postman	☐	☐	☐	☐	☐
10. *Beef* is a kind of — 1 horse 2 boat 3 maze 4 ranch 5 meat	☐	☐	☐	☐	☐

2→

	1	2	3	4	5
11. To *chop* means — 1 roll 2 note 3 come 4 chide 5 cut	☐	☐	☐	☐	☐
12. If a thing is *above*, it is — 1 glad 2 pleasant 3 short 4 higher 5 between	☐	☐	☐	☐	☐
13. A thing that is *bent* is — 1 warm 2 sharp 3 crooked 4 straight 5 tight. . .	☐	☐	☐	☐	☐
14. *Travel* means — 1 trouble 2 journey 3 serious 4 prepare 5 junction . .	☐	☐	☐	☐	☐
15. *Oil* is used for — 1 fuel 2 water 3 fun 4 writing 5 presents.	☐	☐	☐	☐	☐
16. *Quarrel* means — 1 stop 2 travel 3 fight 4 forget 5 throw	☐	☐	☐	☐	☐
17. A *hall* is a — 1 horn 2 road 3 tooth 4 room 5 field	☐	☐	☐	☐	☐
18. An *island* is surrounded by — 1 sugar 2 gardens 3 earth 4 salad 5 water	☐	☐	☐	☐	☐
19. *Remain* means — 1 ride 2 measure 3 happen 4 stay 5 accompany . .	☐	☐	☐	☐	☐
20. *Salt* is used on — 1 holidays 2 water 3 food 4 birds 5 flowers . .	☐	☐	☐	☐	☐
21. *Marriage* means — 1 image 2 civil 3 bitter 4 obtain 5 wedding . .	☐	☐	☐	☐	☐
22. A *carpenter* makes things of — 1 iron 2 stone 3 cement 4 wood 5 grass	☐	☐	☐	☐	☐
23. A *maid* is a — 1 smile 2 father 3 girl 4 heart 5 fruit	☐	☐	☐	☐	☐
24. A *palace* is a — 1 crown 2 storm 3 land 4 building 5 policeman . .	☐	☐	☐	☐	☐
25. A *helmet* is worn on the — 1 knees 2 breast 3 feet 4 elbows 5 head	☐	☐	☐	☐	☐

26. When you *miss school*, you are — 1 tardy 2 absent 3 present 4 taught 5 fair
27. A person is *alone* who is without — 1 money 2 food 3 company 4 shelter 5 danger
28. A *stomach* is part of the — 1 sea 2 sky 3 body 4 country 5 world
29. A man's *daughter* is his — 1 parent 2 child 3 sister 4 son 5 niece
30. *Ill* means — 1 sick 2 hungry 3 well 4 safe 5 sorry
31. *Excellent* means very — 1 weak 2 good 3 happy 4 poor 5 tired
32. A *hive* is for — 1 oil 2 school 3 robbers 4 peaches 5 bees
33. To *tumble* is to — 1 type 2 ask 3 knock 4 fall 5 tickle
34. A *grandparent* is an — 1 antagonist 2 elephant 3 ancestor 4 impostor 5 umpire
35. A *smell* is an — 1 amount 2 answer 3 office 4 odor 5 idea
36. An *elm* is a — 1 mold 2 helm 3 bug 4 tree 5 tool
37. A *mule* is a — 1 splinter 2 pearl 3 beast 4 ditch 5 handle
38. *Costly* things are — 1 expensive 2 pliant 3 scorched 4 liberal 5 domestic

3→

39. An *author* is a — 1 patron 2 policeman 3 statesman 4 treasurer 5 writer
40. A *mayor* is an — 1 expert 2 animal 3 invalid 4 umbrella 5 official
41. A *zone* is a — 1 number 2 stepson 3 region 4 sliver 5 habit
42. To *injure* is to — 1 slump 2 insure 3 wound 4 sell 5 splash
43. To *rouse* means to — 1 waken 2 rule 3 roast 4 throw 5 love
44. *Mild* means — 1 gentle 2 price 3 wild 4 new 5 behind
45. *Wicked* means — 1 generous 2 grateful 3 unselfish 4 evil 5 brilliant
46. To *make preparations* is to get — 1 over 2 measles 3 ready 4 upon 5 cloudy
47. A *selection* is a — 1 bullet 2 capital 3 desire 4 choice 5 folder
48. To *tour* is to — 1 prepare 2 toast 3 lean 4 travel 5 trust
49. *Twinkle* means — 1 wrinkle 2 ringing 3 pitiful 4 glisten 5 feeble
50. *Coarse* cloth is — 1 smooth 2 fine 3 rough 4 cold 5 short
51. A *bough* is a — 1 limb 2 leaf 3 pail 4 crest 5 trunk
52. To *welcome* means to — 1 endure 2 persist 3 receive 4 believe 5 practice

53. A *blunt* thing is — 1 dull 2 sharp 3 disagreeable 4 black 5 thin 1 2 3 4 5

54. *Circular* means — 1 careless 2 familiar 3 round 4 square 5 jealous 1 2 3 4 5

55. *Skillful* means — 1 laborious 2 excited 3 radical 4 expert 5 kindly 1 2 3 4 5

56. *Interior* means — 1 inferior 2 above 3 empty 4 dreary 5 inside . . 1 2 3 4 5

57. *Stupid* means — 1 studious 2 false 3 stylish 4 cowardly 5 dull . . 1 2 3 4 5

58. To *surrender* is to — 1 surround 2 soften 3 colonize 4 yield 5 dance . . 1 2 3 4 5

59. *Destruction* causes — 1 discipline 2 ruin 3 government 4 scandal 5 satisfaction 1 2 3 4 5

60. To *convince* means to — 1 declare 2 design 3 combine 4 nourish 5 persuade 1 2 3 4 5

61. A *sign* is an — 1 offering 2 agreement 3 acquaintance 4 indication 5 address 1 2 3 4 5

62. A *portion* is a — 1 gate 2 home 3 wall 4 riddle 5 share 1 2 3 4 5

63. To *overcome* is to — 1 discover 2 happen 3 anticipate 4 defeat 5 worry 1 2 3 4 5

64. An *insult* is an — 1 instinct 2 insertion 3 announcement 4 embrace 5 offense 1 2 3 4 5

65. To *confirm* is to make — 1 angry 2 equal 3 trouble 4 certain 5 time 1 2 3 4 5

66. *Valiant* means — 1 valid 2 lenient 3 brave 4 royal 5 loyal 1 2 3 4 5

4➡

67. To *kindle* means to — 1 pick 2 range 3 light 4 soil 5 assist 1 2 3 4 5

68. *Abrupt* means — 1 exclude 2 neutral 3 recent 4 sudden 5 rugged 1 2 3 4 5

69. *Fatigue* means — 1 fatal 2 faithful 3 conflict 4 dodge 5 weariness 1 2 3 4 5

70. A *durable* thing is — 1 fantastic 2 courteous 3 modified 4 lasting 5 moist 1 2 3 4 5

71. *Fourscore* is the same as — 1 fourteen 2 fortnight 3 eighty 4 twenty 5 four 1 2 3 4 5

72. To *ratify* is to — 1 confuse 2 approve 3 assist 4 report 5 poison 1 2 3 4 5

73. To *rebel* is to — 1 realize 2 pledge 3 justify 4 resist 5 flourish . 1 2 3 4 5

74. *Sullen* means — 1 sultry 2 satisfied 3 credulous 4 harmful 5 surly 1 2 3 4 5

75. *Probability* means — 1 disheveled 2 originality 3 likelihood 4 sincerity 5 enthusiasm 1 2 3 4 5

Score . . . . . .

TEST 2. PARAGRAPH MEANING

Sample.

One warm, sunny day Helen and her brother went on a trip to the beach. Their mother and aunt went with them. They took their bathing suits so that they could all go into the water. When noontime came, they had lunch on the sand. After lunch the children gathered sea shells. They saw a starfish and some funny little crabs.

A. What did Helen and her brother do?
1 went to see their aunt 2 went to the seashore 3 went on a train
4 went for crabs 5 went fishing .... 1 [✓ 2] 3 4 5

B. The weather was —
1 quiet 2 funny 3 fair 4 gloomy 5 rainy 1 2 3 4 5

C. The best name for this story is —
1 Helen and Her Aunt 2 Gathering Shells 3 Eating Lunch Outdoors
4 One Warm Day 5 A Trip to the Beach 1 2 3 4 5

I

5→

Mary and John go to camp as soon as school closes in the summer. They go on the train and stay until it is time for school to open again in the fall. They have a happy time at camp because there are many other boys and girls there too. They ride, swim, and play games together every day.

1. When do Mary and John go to camp?
1 before school 2 when school is over 3 in the fall 4 when school starts
5 every day 1 2 3 4 5

2. Which word tells what kind of a time the children have at camp?
1 lonesome 2 sad 3 joyous 4 funny 5 weary 1 2 3 4 5

3. How do the children travel to camp?
1 on a train 2 on a bus 3 in an automobile 4 on a car 5 in an airplane .. 1 2 3 4 5

4. The best name for this story would be —
1 Close of School 2 Playing Games 3 A Trip on the Train
4 A Summer at Camp 5 The Boys at Camp 1 2 3 4 5

5. Mary and John enjoy camp life because they —
1 are glad to be away for the summer 2 like the ride on the train
3 are glad to be out of school 4 like to study nature
5 have fun playing games with the other children 1 2 3 4 5

II

Jack had a new fish line. His father took him fishing in a little brook at the back of his grandfather's house. Jack was the first to feel a bite. There was a strong pull at his line. He tried hard to pull the fish out of the water, but it pulled so hard his father had to help him. He was happy when he saw his fish lying on the grass near the stream.

6. Jack went —
1 to his grandfather's house 2 into the water 3 fishing with his father 1 2 3 4 5
4 to buy a fish line 5 to the ocean to fish ....

7. The fish — 1 2 3 4 5
1 helped 2 struggled 3 ate 4 tried 5 fell ....

8. Jack tried to —
1 fish near the stream 2 pull his father back 3 land his own fish 1 2 3 4 5
4 put fish in the brook 5 lie on the grass ....

9. The best name for this story is —
1 A Trip to Grandfather's 2 Catching Some Fish 3 Jack's Fishing Trip 1 2 3 4 5
4 Buying a New Fish Line 5 How Father Fished ....

10. Jack enjoyed his trip because —
1 the fish got away 2 the brook was near grandfather's 3 he caught a fine fish 1 2 3 4 5
4 he went to a stream 5 his father helped him ....

6→

III

In the cold northlands many animals go to sleep for the whole winter. They have to store up enough fat on their bodies in the summertime to last them all winter while they are sleeping. These animals grow huge in the summer. Bears, which are among the animals which sleep all winter, get so large in the summer that they can hardly move about. All these animals which sleep during the winter crawl into caves or hollow trees when winter nears and stay until spring comes once more. When they come out, they are very thin and are starving.

11. How do the animals which sleep through the winter get their winter food?
1 by carrying their food in with them 2 by getting fat in summer
3 by coming out for food as they need it 4 by eating the bark of trees 1 2 3 4 5
5 by living on small animals ....

12. The climate where these animals live is very — 1 2 3 4 5
1 windy 2 warm 3 breezy 4 cold 5 hot ....

13. How do the animals look when they come out of the cave?
1 huge and fat 2 lean and hungry 3 thin and tired 4 large and strong 1 2 3 4 5
5 huge and starving ....

14. The best title for this story would be —
1 Bears Which Go into Caves 2 Thin and Hungry Animals
3 Animals Which Sleep through the Winter 4 Large Animals Sleep in Winter 1 2 3 4 5
5 While They Are Sleeping ....

15. The animals which sleep through the winter make winter dens —
1 in the summertime 2 in the open woods 3 when spring comes 1 2 3 4 5
4 in caverns or hollow logs 5 while they are sleeping ....

IV

The St. Bernards are among the bravest of dogs. They are large and very strong. In Switzerland these dogs are trained to go out and find travelers who are lost in the snowdrifts on the high mountains. A first-aid kit containing food and medicine is hung about their necks, and a warm blanket is strapped on their backs. When they find worn-out travelers, they dig them out of the snow and help them if they are awake and able to move. If the traveler is injured and helpless, the dog is trained to go back to the town below and bring aid. Many lives are saved every year by these fearless animals.

16. What is the most valuable thing that St. Bernard dogs do?
1 **They can climb over snowdrifts.** 2 **They are good mountain climbers.**
3 **They are trained to rescue lost travelers.** 4 **They are large and strong.** 1 2 3 4 5
5 **They carry first-aid kits.**

17. The St. Bernard dog is — 1 2 3 4 5
1 **cowardly** 2 **speedy** 3 **courageous** 4 **rough** 5 **fierce**

18. How does the dog assist worn-out travelers?
1 **by digging large holes in the snow** 2 **by climbing the drifts to the traveler** 1 2 3 4 5
3 **by bringing first aid** 4 **by covering him with a blanket** 5 **by his great strength**

19. The best title for this story is —
1 **Training Dogs** 2 **The Heroic St. Bernard** 3 **A Strange St. Bernard Dog** 1 2 3 4 5
4 **People Lost in Mountains** 5 **Traveling through Snowdrifts**

20. What do the dogs do for the travelers they cannot help? 1 **stand the man on his feet**
2 **give him food and medicine** 3 **return to the village for aid** 1 2 3 4 5
4 **carry him down the mountain** 5 **give him the first-aid kit**

7→

V

The camel possesses a most uncommon body, which almost seems made to order for the many purposes he fills in the life of the desert people. His mouth is peculiarly fitted for securing food. The strong membrane and powerful teeth enable him to tear off the dry shrubs and stiff, prickly cactus of the desert. His huge nostrils allow him to breathe deeply. They close tightly when a sandstorm arises, thus shutting out the choking sands. His hump, a mere lump of fat, is of great use if food fails, for he can obtain nourishment from it for many days. He is also provided with inside reservoirs which hold enough water to last him for four or five days. Unfortunately the camel is dull. To kneel down at a given signal is about the only trick he ever learns. Although the camel is homely he is nevertheless valuable, for without him many portions of the earth would remain untraveled.

21. The camel is — 1 **more intelligent than the horse** 2 **capable of learning a great deal** 1 2 3 4 5
3 **rather unintelligent** 4 **poorly taught** 5 **friendly and intelligent**

22. The body of the camel is — 1 2 3 4 5
1 **unfortunate** 2 **unusual** 3 **graceful** 4 **evil** 5 **inspiring**

23. The mouth of the camel — 1 **is harmed by thorny cactus** 2 **is small and tough**
3 **is well suited for procuring food** 4 **tightens when a sandstorm arises** 1 2 3 4 5
5 **provides an inside reservoir**

24. The best title for this story is — 1 **The Homely Body of the Camel**
2 **Why the Camel Is Useful** 3 **The Stupidity of the Camel** 1 2 3 4 5
4 **Sandstorms on the Desert** 5 **How the Camel Eats**

25. The camel is — 1 **unsuited for desert travel** 2 **helpless in a sandstorm** 1 2 3 4 5
3 **a tricky animal** 4 **well adapted for desert travel** 5 **friendly and intelligent**

VI

Bill vaulted the fence into the corral and faced the bucking pony. At his approach the little animal struck out with his forefeet, but Bill was quick and avoided him. The boy caught the pony close to the head and with a rapid movement sprang into the stirrups. Then began the real task. With head down, back up, and whinnying loudly, the animal reared into the air, bouncing back to earth with terrific force. He tried every trick possible to throw his rider, plunging and rearing in all directions, but Bill held on. Finally, after many minutes, the exhausted pony, wet with perspiration, stood still. His nostrils trembled, but one felt that though his body had been subdued, his spirit was still unbroken.

26. When Bill approached, the pony was — **1 tired and broken** **2 quieted in spirit** 1 2 3 4 5
3 impatient to be ridden **4 disturbed and angry** **5 thrown to the ground**

27. The pony was finally — 1 2 3 4 5
1 overbalanced **2 exultant** **3 overpowered** **4 distracted** **5 restored**

28. The little pony tried to — **1 outlive his rider** **2 aid the boy** 1 2 3 4 5
3 unseat his rider **4 exhaust the animal** **5 butt Bill**

29. The best title for this story is —
1 Riding the Range **2 An Exhausted Pony** **3 Breaking a Pony** 1 2 3 4 5
4 A Perspiring Pony **5 Bill Approached a Pony**

30. The article illustrates —
1 how to enter a corral **2 a whinnying pony** **3 trickery in riding** 1 2 3 4 5
4 leading a pony **5 skill in horsemanship**

VII

8 →

Studying bird life with a camera is certainly an entrancing sport. One can engage in it without destroying life, yet get great satisfaction from the thrilling activities it offers. The sport is appropriate for any time or place. From it one can derive all sorts of adventures, for to be a good photographer of birds in their native haunts it is necessary to climb trees and cliffs as well as travel on land and water. How interesting it is to find their nests, learn where they stay at various times during the day, how the young are fed and cared for, and procure photographs of the birds in various attitudes. Hiking with the camera through the woods is always an enjoyment. There is a feeling of excitement and expectancy present, for one never knows at what moment he may come upon some unusual bird activity.

31. Making studies of bird life is interesting because —
1 they haunt native places **2 of the various activities one can observe**
3 it is always done on water **4 the young are fed and cared for** 1 2 3 4 5
5 the sport is appropriate

32. Using a camera in place of a rifle encourages wild life by promoting — 1 2 3 4 5
1 destruction **2 conservation** **3 dissatisfaction** **4 conversation** **5 haunts**

33. Bird study is a satisfying sport because —
1 the young are fed **2 the birds like it** **3 one can get eggs out of nests** 1 2 3 4 5
4 it can be enjoyed during all seasons **5 one can use a rifle**

34. The best title for this story is —
1 Interesting Birds **2 The Excitement of Adventure** **3 Taming Wild Birds** 1 2 3 4 5
4 Photography of Wild Birds **5 Destroying Bird Life**

35. Taking pictures of bird life is fascinating because —
1 it is helped by a camera **2 it takes much time** **3 it gives more bird pictures** 1 2 3 4 5
4 it brings adventure without destruction of life **5 it scatters the birds about**

VIII

In the part of our country which gets very little rain in the summer the ground must be wet by irrigation to make the plants grow. Otherwise all the crops would be spoiled by dry weather. This form of agriculture is carried on in states where snow is found high up in the mountains the entire year. A large reservoir is made by damming up the mountain streams. The snow, melting in summer, rushes into a stream. This, in turn, is joined to a large ditch. At the head of the ditch is an intake gate. This can be opened and closed at will. In this way water is drawn off and the various fields are irrigated. The water can be turned on whenever the fields need it. The parts of our country where irrigation is possible seldom have crop failures, because water can be secured when it is needed.

36. This form of agriculture is carried on where —
1 crops are grown in summer 2 mountain streams make it possible 1 2 3 4 5
3 cities are near 4 there are large reservoirs 5 there are crop failures ....

37. Because irrigation is possible crop failures are — 1 2 3 4 5
1 increased 2 reduced 3 possible 4 permitted 5 eliminated ....

38. They stop the water from flooding the fields by —
1 damming the ditch 2 use of gates 3 opening the reservoir 1 2 3 4 5
4 irrigating the fields 5 drawing off the water ....

39. The best title for this story would be —
1 Damming Up Streams 2 Supplying Water for Irrigation 1 2 3 4 5
3 Crops in Dry Weather 4 Building Huge Dams 5 Supplying Water for Colorado

40. Land that is irrigated yields better harvests because —
1 in summer it gets little rain 2 it is high up in the mountains
3 water may be applied as needed 4 the water can be turned off 1 2 3 4 5
5 agriculture is carried on ....

IX

9→

Sugar beets must be raised where cheap labor can be secured because the plants require a great deal of cultivation, most of which must be done by hand. First the plants are thinned and then blocked to get the correct number in the rows. The roots from which the sugar is extracted are not like the red beets which are eaten as vegetables, but are more like the common turnips. These roots are washed, sliced, and soaked in water. The water is later drawn off and boiled into beet syrup. Then the syrup is changed to a brown sugar called raw sugar. The last step is to send the raw sugar through the refinery, where it is cleaned and whitened. Then the white sugar is ready to be boxed and sold for use in our homes.

41. Sugar beets must be raised where labor is not expensive because they require —
1 much care 2 much washing 3 many plants in a row 4 soaking in water 1 2 3 4 5
5 much boiling ....

42. What kind of labor is most used in the raising of sugar beets? 1 2 3 4 5
1 machine 2 manual 3 difficult 4 easy 5 unusual ....

43. The raw sugar is — **1 made into syrup 2 refined and whitened** 1 2 3 4 5
3 boxed and sold 4 left as it is 5 changed to brown sugar..................

44. The best title for this story is — **1 Blocking and Thinning Beets**
2 Colorado Sugar Beets 3 How Beet Sugar Is Obtained 1 2 3 4 5
4 Cleaning Raw Sugar 5 How Beet Sugar Is Whitened ....

45. Raising sugar beets requires — **1 inexpensive labor 2 syrup changed to sugar** 1 2 3 4 5
3 sugar to be cleaned 4 many common turnips 5 raw sugar ....

X

Airplanes are growing more important every year. Today they have traveled to almost every part of the world and into many places that would otherwise have remained unexplored. Daring pilots have been responsible for many outstanding feats. They have gone to the aid of dying men when there was no other opportunity of reaching them. At one time serum was carried to Alaska by plane and saved the lives of many children who were seriously ill of diphtheria. Every day of the year, and in all kinds of weather, Uncle Sam's pilots carry the mail through the air. Practically every day one reads of some new achievements of airplanes.

46. Airplanes have rendered valuable service to humanity by — 1 **carrying many diseases**
2 **having no other opportunity** 3 **aiding the sick and dying** 1 2 3 4 5
4 **helping boys to become pilots** 5 **taking passengers in the air** ....

47. The life of an airplane pilot is — 1 2 3 4 5
1 **lonesome** 2 **easy** 3 **hazardous** 4 **happy** 5 **high** ....

48. Airplanes are used for a variety of services such as —
1 **exploring, carrying mail, and aiding the sick** 2 **carrying mail in all sorts of weather**
3 **bringing serum to diphtheria patients** 4 **serving humanity** 1 2 3 4 5
5 **traveling in all kinds of weather** ....

49. The best title for this story is —
1 **Mail Pilots** 2 **Exploring with Airplanes** 1 2 3 4 5
3 **Value of Airplanes** 4 **Life of an Air Pilot** 5 **A Trip to Alaska** ....

50. The accomplishments of airplanes are — 1 2 3 4 5
1 **unimportant** 2 **understanding** 3 **trivial** 4 **significant** 5 **serious** ....

XI

10➡

The mode of living on the plantations of the South was vastly different from that of the early New England people. The spacious Southern mansions, surrounded by the many slave cabins, gardens, and poultry yards, were often in themselves small villages. While many of these planters were living in wasteful extravagance, the Puritans of New England were living in modest two-room homes. They were thrifty people who were not in favor of the riotous living and entertaining of the planters. The New England people were more interested in the establishment of good common schools for all people, while the rich planters did not favor this idea. They had tutors at home for their children, or sent them to Europe to be educated.

51. The New Englanders were interested in — 1 **having tutors for their sons**
2 **organizing good public schools** 3 **educating their children in England** 1 2 3 4 5
4 **living in two rooms** 5 **riotous living and entertaining** ....

52. Which word best describes a Southern planter? 1 2 3 4 5
1 **lavish** 2 **gallant** 3 **brave** 4 **weak** 5 **frugal** ....

53. Which word best describes a New England home? 1 2 3 4 5
1 **magnificent** 2 **insignificant** 3 **unpretentious** 4 **extensive** 5 **valuable** ..

54. The best title for this story is —
1 **A Story of Education** 2 **A Comparison of the Life of the Planters**
3 **Northern and Southern Modes of Living** 4 **The Thrifty New England People** 1 2 3 4 5
5 **Good Schools for All** ....

55. The Southern gentlemen desired —
1 **common education for all** 2 **the organizing of good public schools**
3 **good education for members of his own family** 1 2 3 4 5
4 **tutors for children in New England** 5 **good free schools for planters' sons** ......

XII

The pulmotor, a device for the resuscitation of persons suffering from gas poisoning, drowning, or electric shock, consists of a tank of compressed oxygen which is thinned with air and pumped into the lungs of the patient. It must be remembered that if breathing is to be produced artificially the process must be begun within ten minutes after the breathing has stopped or the person may not revive. Therefore it is not safe to wait to begin to revive the person until the pulmotor arrives. Some other method of restoring consciousness should be attempted in order to avoid a fatality. While the pulmotor can be of great advantage, it is also a very dangerous instrument in the hands of an inexperienced person. There is great peril, if the instrument is not properly handled, of drawing the air out of the small air cells in the lungs and collapsing them.

11→

56. The pulmotor is an instrument for —
1 collapsing the lungs 2 avoiding drowning 3 inducing artificial respiration 1 2 3 4 5
4 administering electric shock 5 inducing carbon monoxide . . . .

57. What is conveyed to the patient by means of the pulmotor?
1 concentrated oxygen 2 a device of great advantage 3 air cells which collapse 1 2 3 4 5
4 a mixture of oxygen diluted with air 5 a combination of oxygen and nitrogen . . .

58. If the person is to be resuscitated, artificial respiration should be started —
1 by a dangerous instrument 2 for collapsing the lungs 3 within ten minutes 1 2 3 4 5
4 by a tank of oxygen 5 by an inexperienced person . . . .

59. While waiting for the pulmotor one should —
1 attempt to avoid the instrument 2 apply another type of resuscitation 1 2 3 4 5
3 pump oxygen from a tank 4 draw air out of the lungs 5 dilute the air . . . . . .

60. The pulmotor is a menace in the hands of a novice because —
1 of the danger of injuring the stomach 2 it might not arrive on time
3 it can be of great advantage 4 it should be properly handled 1 2 3 4 5
5 of the danger of collapsing the lungs . . . .

Score . . . .

TEST 4. WRITTEN RECALL

I

Blackie was a little kitten. One day a big dog chased him. He became frightened and ran up a tree. After he got high up in the branches, he was afraid to come down. The little girl who owned him came and stood beneath the tree. She called to Blackie and showed him his dish of milk, hoping he would want his supper enough to try to come down. But he would not come. Finally her father called the fire chief. He sent a fireman with a ladder. The man went up the tree and carried little Blackie down. The little girl was happy to have her kitten again.

II

John could hardly wait, so anxious was he to try the new canoe he had received for his birthday. As soon as he finished his breakfast he raced with his brother and sister to the lake. Here they examined his splendid new gift. John's father showed him how to use the paddle and told him that he might take his brother and sister for a short ride in the canoe, but warned him that he must not go too far from shore before he was thoroughly familiar with handling the new craft. All went smoothly, and gradually John forgot his caution and drifted farther from shore. Suddenly there came a great gust of wind. In a moment the lake was filled with heavy waves. John struggled to keep the little canoe upright. Luckily they were not far from a small island. He steered for this and reached the shore just as a particularly large wave turned the canoe bottom side up. The three children scrambled from the water out onto the island just as another huge wave came in. The canoe floated away, and John feared he had lost his precious gift. But a party in a little steamer presently came to the aid of the stranded children and rescued the canoe, which had blown a distance away.

INITIAL

BASIC ENGLISH READING TEST

Name________________________________Age__________

Boy-Girl______________Teacher____________________

School______________________________Class__________

City_______________________________Date__________

Test	Score
Total	

I

This is a station. That is a train. These are seats. The man is in the train. He is on that seat. His hat is not on his head. It is in his hand.

Put the right words in these spaces:

This is ______ station.

That ______ a train.

These ______ seats.

______ is on ______ seat.

His hat is ______ on his ______.

______ is in ______ hand.

The train is in the ______.

The seats are in the ______.

I-A

These are two rooms. This is a bedroom and that is a bathroom. The man is in the bedroom. He is not in the bathroom. He is between the bed and the door. The door is between the bedroom and the bathroom.

Put these together:

1. These are	1. that is a bathroom.
2. This is a bedroom and	2. the bedroom.
3. The man is in	3. two rooms.
4. He is not	4. and the door.
5. The door is between	5. in the bathroom.
6. He is between the bed	6. the bedroom and the bathroom.

II

A boy takes a jump into the river. He keeps his hands over his head till he gets into the water. He will have a swim in the river. If he goes against the current he will not get very far. This river goes from right to left and that is the way the current goes.

Put a line under the words which make the right answers:

I. What does the boy take?
  1. a journey
  2. a jump into the river
  3. a wash

II. What will he have in the river?
  1. a swim
  2. some soap
  3. a drink

III. If he goes with the current he will-
  1. not get very far
  2. get a short way
  3. get a long way

II-A

The night is the time when everything is dark. The day is the time when the sun is in the sky. The circle which you see in the sky at night is the moon. All the other points in the sky are stars.

The sun comes up in the early part of the day. It goes down in the late part of the day. The last light of the sun is sometimes red.

The person who gets up before the sun will see the daylight come. If you are early enough you will see the first light of the day. You will see the change in the color of the 1sky when the day comes.

Make changes in any of these which are foolish:

1. The night is the time when everything is light.
2. The day is the time when the sun is in the sky.
3. The sun is in the sky at night.
4. We do not see stars at night.
5. The sun goes down in the early part of the day.
6. The last light of the sun is sometimes red.

III

Gold is a beautiful yellow substance which men get from the earth. It is almost the color of sunlight. A bit of gold is of greater weight than a bit of wood of the same size.

A small boy in Africa was letting some dust from the road go through his fingers when he saw, mixed with it, some grains ofgold. The news of the boy's discovery got about, and in a short time men were coming from great distances to have a look for the gold. These men had a hope that they might make money by the discovery of more gold.

The distribution of land was fixed for a certain day. On that day a great number of men came with spades and sticks and rolls of cord. They got into a long line, and when the time came someone said, "Ready! Go!" Then they all went in the direction of the gold field as quickly as their legs could take them.

When a man came to what seemed like a bit of land he put his sticks in the earth at different points and put some cord round the sticks. This made all the land inside the cord his property.

Every man then made a test of his land to see if there was any gold on it. He took some earth up in his spade. Then he put the earth in a basin of water and gave the basin a shake. The gold went down in the basin because of its weight. In this way he got the gold free from the earth with which it had been mixed.

Some men's basins had no gold in them, and they were very sad because their land had little value.

III

1. What discovery did the boy make and how?
2. What is gold like?
3. Why did men come to the goldfield from a great distance?
4. How did the men get the gold separate from the earth?

Boys and girls go to school to get knowledge. From books of science they get knowledge of plants and animals and the substances of which things are made.

Anything which you have ever seen or given a touch, and anything which has a smell or makes a sound, is a physical thing. Science makes clear our knowledge about physical things.

A simple substance is one which is not made of other substances. Iron and gold are simple substances, but earth and salt are complex. We are not able to make simple substances, but we are able to get them from complex substances and to make other substances with them. Any process by which man have done things is a chemical process and the change which comes about is a chemical change. Sometimes a chemical change comes about as the effect of heat, sometimes through the addition of another substance and sometimes in other ways.

To the substances which take part in chemical processes we give the name "Chemicals". A chemical may be solid or it may be in the form of a liquid or a powder. Most of the chemicals in a science room are kept in glass bottles. In the top of the bottles are bits of cork. Cork does not let air or water through. That is why corks are put in bottles.

Bottles of chemicals have the name of the chemical in clear letters on the outside. This is very important, because a white powder like salt, or a liquid which seems in no way different from water, may be a strong poison. A poison is a substance which may make a man or an animal very ill. Poisons which are acids give one burns inside.

Some of the discoveries of science have been of great value to man. Our knowledge of the chemical processes of plants has made it possible for us to put chemicals in the earth which make it more fertile. In this way we are able to get more and better produce from the land.

III-A

1. Is gold a simple substance and are we able to make it from other substances?
2. What sort of things are physical things?
3. Why do we put corks in the tops of bottles?
4. Why is it important to put the names of chemicals on the bottles in which they are?

FINAL

BASIC ENGLISH READING TEST

Name________________________________Age____________

Boy-Girl_______________Teacher______________________

School_______________________________Class____________

City________________________________Date____________

Test	Score
Total	

1

A bed and a seat are in the room. That is the seat. This is the bed. The man's shirts are on the bed. His shoes are on the seat. A window and a door are in the room. The bag is in the man's hand.

Put the right words in these spaces:

A bed and a seat __________in the room.
__________is the seat.
__________is the bed.
The man's__________are on the bed.
His__________are on the seat.
A window and a__________are in the room.

The man is in his__________.
The shirts on the bed are__________shirts.

I-A

This is a street in the town. The woman is in the street. That is a store. She will be in the store. A bag is in her hand. Her dress is red. Her hair is brown. Her shoes are brown.

Put these together:

1. This is a street in	is in the street.
2. The woman	in her hand.
3. That is a	are brown.
4. A bag is	red.
5. Her dress is	the town.
6. Her shoes	store.

II

In warm weather Tom and Peter go for a swim in the river after school. They go across the bridge outside the town and then up the slope till they come to a smooth stretch of grass opposite a small island.

After their walk, the boys are very warm. They get their things off in almost no time and go to the edge of the river. Tom gets there before Peter and takes a step into the water. The water is cold and he gives a cry. Peter makes a jump from the side on to his back and down they go into the water together with a loud noise.

Put a line under the words which make the right answer:

I. Where do Tom and Peter go after school?

1. to town.
2. to the field.
3. for a swim in the river.

II. What does Tom give?

1. a jump.
2. a cry.
3. a noise.

III. Peter makes a jump from the side on to his back and---

1. down they go into the water.
2. put his hat on his head
3. goes down into the field.

The man puts his watch to his ear it makes no sound. From a look at the clock on the wall he sees that he is late for a meeting with some friends. The clock gives him the time.

On the face of the clock are some numbers in a circle. Between the numbers are small marks.

The clock has a long hand and a short hand. The long hand goes completely round the clock in the time in which the short hand makes a move from one number to another. The long hand goes round the clock in an hour and it makes a move from one mark to another in a minute.

A minute is a small part of an hour. The short hand is the hour-hand and the long one is the minute hand.

Make changes in any of these which are foolish:

1. The man puts his watch to his nose.
2. From a look at the clock on the table he sees he is late for a meeting with some friends.
3. The clock gives him the hand.
4. Between the numbers are great marks.
5. The clock has two long hands.
6. A minute is a small part of an hour.

III

Gold is a metal and iron is a metal. Other common metals are silver, tin, copper, and lead. All these substances are got from the earth.

Silver is the color of moonlight. Like gold, it is made into ornaments and money. Money made of silver has less value than money made of gold. Sometimes a jewel is put in a gold or silver ornament. Jewels are beautiful stones. Most of them are bright in color and some of them are clear like glass.

Copper is another metal of which money is made. New copper money is red-gold in color, but when it gets old it becomes a dirty brown. Its value is much less than that of gold or silver.

Tin is almost the same color as silver. A very thin coat of tin is put on metal vessels and boxes. That is why we give them the name of "tins".

Lead is a soft metal which may be cut with a knife. Some of the water-pipes in houses are made of lead.

Men make deep holes in the earth to get these important metals. A mine goes much deeper into the earth than most natural holes, and takes a long time to make.

1. What is the color of silver?
2. Of what metals is money made?
3. What are jewels?
4. What do men do to get metals?

It is possible that science has seemed to you to be without much interest, but you are probably in its debt for a great number of things. Because, though only a small number of men are science experts, all of us may get profit from the work they do. Everyone who has gone to the hospital ill and come out well has a debt to medical science.

Medical men have a knowledge of every part of the body's structure and of all the processes which go on in the body----- such processes as the taking in of breath and the digestion of food. If you have a pain after meals, it is probably a sign that something is wrong with your digestion.

If a person has had a fall, a medical man is able to say if a bone has been broken by putting his fingers over the part.

The bones are the parts of the body which keep it stiff.

In the early days, when a man had had enough of a pain in his tooth he had the tooth taken out. But now experts have other ways of putting a stop to the pain. When the nerve is out there is no feeling of pain because there is no feeling. No feeling is possible without nerves.

With the help of the nerves the brain makes decisions for the body and keeps it under control. The brain is a part of the body which makes a person conscious. If we had no brains we would have no sense of touch, no sense of taste, no sense of smell. Our ears would have no power of hearing and our eyes would not see. We would have no feelings and no power of thought. Thought is a process in the brain.

III-A

1. Are a great number of men science experts?

2. When you have a pain after meals, of what is it a sign?

3. What are bones?

4. What does the brain do with the help of the nerves?

BLACK BEAUTY

Sewall, Anna, Black Beauty, Philadelphia: McCrae, Smith and Company
pp. 1-4; 180-185; 290-295.

BLACK BEAUTY

My Early Home

The first place that I can well remember, was a large, pleasant meadow with a pond of clear water in it. Some shady trees leaned over it, and rushes and water-lilies grew at the deep end. Over the hedge on one side we looked into a ploughed field, and on the other we looked over a gate at our master's house, which stood by the roadside; at the top of the meadow was a plantation of fir trees and at the bottom a running brook overhung by a steep bank.

Whilst I was young I lived upon my mother's milk, as I could eat no grass. In the daytime I ran by her side, and at night I lay down close to her. When it was hot, we used to stand by the pond in the shade of the trees, and when it was cold, we had a nice warm shed near the plantation.

As soon as I was old enough to eat grass, my mother used to go out to work in the fields in the daytime and come back in the evening.

There were six young colts in the meadow besides me; they were older than I was; some were nearly as large as grown-up horses. I used to run with them, and had great fun; we used to gallop all together round and round the field as hard as we could go. Sometimes we had rather rough play, for we would frequently bite and kick as well as gallop.

One day, when there was a good deal of kicking, my mother whinnied to me to come to her and then she said, "I wish you to pay attention to what I am going to say to you. The colts who live here are very good colts but they are cart-horse colts, and of course they have not learned manners. You have been well bred and well born; your father has a great name in these parts, and your grandfather won the cup two years at the Newmarket races; your grandmother had the sweetest temper of any horse I knew, and I think you have never seen me kick or bite. I hope you will grow up gentle and good, and never learn bad ways; do your work with a good will, lift your feet up well when you trot, and never bite or kick in play."

I have never forgotten my mother's advice; I knew she was a wise old horse, and our master thought a great deal of her. Her name was Duchess, but he often called her Pet.

I was now beginning to grow handsome; my coat had grown fine and soft, and was bright black. I had one white foot, and a pretty white star on my forehead. I was thought very handsome: my master would not sell me till I was four years old; he said lads ought not to work like men, and colts ought not to work like horses till they were quite grown-up.

When I was four years old, Squire Gordon came to look at me. He examined my eyes, my mouth and my legs; he felt them all down; and then I had to walk and trot and gallop before him; he seemed to loke me, and said, "When he has been well broken in, he will do very well." My master said he would break me in himself, as he should not like me to be frightened or hurt, and he lost no time, for the next day he began.

Every one may not know what breaking in is, therefore I will describe it. It means to teach a horse to wear a saddle and bridle and to carry on his back a man, woman, or child; to go just the way they wishm and to go quietly. Besides this, he has to learn to wear a collar, a crupper, and a breeching, and to stand still whilst they are put on; then to have a cart or a chaise fixed behind him, so that he cannot walk or trot without gragging it after him; and he must go fast or slow, just as the driver wishes. He must never start at what he sees, nor speak to other horses, nor bite, nor kick, nor have any will of his own; but always do his master's will, even though he may be tired or hungry; but the worst of it all is, when his harness is once on, he may neither jump for joy nor lie down for weariness. So you see this breaking in is a great thing.

I must not forget to mention one part of my training, which I have always considered a very great advantage. My master sent me for a fortnight to a neighboring farmer's who had a meadow which was skirted on one side by a railway. Here were some sheep and cows, and I was turned in amongst them.

I shall never forget the first train that ran by. I was feeding quietly near the pales which separated the meadow from the railway, when

I heard a strange sound at a distance, and before I knew whence it came--with a rush and a clatter, and a puffing out of smoke--a long black train of something flew by, and was gone almost before I could draw my breath. I turned, and galloped to the furhter side of the meadow as fast as I could go, and there I stood snorting with astonishment and fear. In the course of the day many other trains went by some more slowly: these drew up at the station close by, and sometimes made an awful shriek and groan before they stopped. I thought it very dreadful, but the cows went on eating very quietly, and hardly raised their heads as the black frightful thing came puffing and grinding past.

For the first few days I could not feed in peace; but as I found that this terrible creature never came into the field, or did me any harm, I began to disregard it, and very soon I cared as little about the passing train as the cows and sheep did.

Since then I have seen many horses much alarmed and restive at the sound or sight of a steam engine; but thanks to my good master's care, I am as fearless at railway stations as in my own stables.

A Horse Fair

No doubt a horse fair is very amusing to those who have nothing to lose; at any rate, there is plenty to see.

Long strings of young horses out of the country, fresh from the marshes; and droves of shaggy littlr Welsh ponies, no higher than Merrylegs; and hundreds of cart horses of all sorts, some of them with their long tails braided up, and ties with scarlet cord; and a good many like myself, handsome and high-bred, but fallen into the middle class, through some accident or blemish, unsoundness of wind, or some other complaint. There were some splendid animals quite in their prime, and fit for anything; they were throwing out their legs and showing off their paces in high style, as they were trotted out with the leading rein, the groom running by their side. But in the background there were a number of poor things, sadly broken down with hard work, with their knees knuckling over, and their hind legs swinging out at every step; and there were some very dejected-looking old horses, with the under lip hanging down, and the ears lying back heavily, as if there was no more pleasure in life and no more hope; there were some so thin, you might see all their ribs, and some with old sores on their backs and hips; these were sad sights for a horse to look upon who knows not but he may come to the same state.

There was one man, I thought, if he would buy me, I should be very happy. He was not a gentlemen, not yet one of the loud flashy sort that call themselves so. He was rather a small man, but well-made and quick in all his motions. I knew in a moment by the way he handled me, that he was used to horses; he spoke gently and his grey eyes had a kindly cheery look in them. It may seem strange to say, but it is true all the same; that the clean fresh smell there was about him made me take to him.

He offered twenty pounds for me; but that was refused and he walked away. Then he came back and stroked my face kindly.

"Well, old chap," he said, "I think we should suit each other. I'll give twenty-four for him."

"Say twenty-five and you shall have him."

"Twenty-four ten," said my friend, in a very decided tone, "and you may not have another six-pence----yes or no?"

"Done," said the salesman, "and you may depend on quality in that horse."

The money was paid on the spot, and my new master took my halter and led me out of the fair to an inn, where he had a saddle and bridle ready. He gave me a good feed of oats, and stood whilst I ate it, talking to himself and talking to me. Half-an-hour later, we were on our way to London, through pleasant lanes and country roads, until we came into the great London thoroughfare, on which traveled many horses. We traveled steadily, till in the twilight we reached the great City. The gas lamps were already lighted; there were streets to the right and streets to the left, and streets crossing each other for mile upon mile. I thought we should never come to the end of them. We soon turned up one of the side streets and about half way up that, we turned into a very narrow street, with rather poor-looking houses on one side, and what seemed to be coach-houses and stables on the other.

My owner pulled up at one of the houses and whistled. The door flew open and a young woman, followed by a little girl and boy ran out. There was a lively greeting as my rider dismounted.

"Now then, Harry, my boy, open the gates, and mother will bring the lantern."

The next minute, they were all standing round me in a small stable yard.

"Is he gentle, father?"

"Yes, Dolly, as gentle as your own kitten; come and pat him."

At once the little hand was patting all over my shoulder without fear. How good it felt!

"Let me get him a bran mash while you rub him down," said the mother.

"Do, Polly, it's just what he wants, and I know you've got a beautiful mash ready for me."

"Sausage dumplings and apple turnover," shouted the boy which set them all laughing. I was led into a comfortable clean smelling stall with plenty of dry straw, and after a capital supper, I lay down thinking I was going to be happy.

My Last Home

One day during this summer, the groom cleaned me with such extraordinary care, that I thought some new change must be at hand; he trimmed my fetlocks and legs, passed the tarbrush over my hoofs, and even parted my forelock. I think the harness had an extra polish. Willie seemed anxious, half merry, as he got into the chaise with his grandfather.

"If the ladies take him," said the old gentleman, "they'll be suited,eand he'll be suited; we can but try."

At the distance of a mile or two from the village, we came to a pretty low house with a lawn and shrubbery at the front, and a drive up to the door. Willie rang the bell, and asked if Miss Blomefield or Miss Ellen was at home. Yes, they were. So, whilst Willie stayed with me, Mr. Thoroughgood went into the house. In about ten minutes he returned, followed by three ladies; one tall, pale lady, wrapped in a white shawl, leaned on a younger lady, with dark eyes and a merry face; the other, a very stately-looking person, was Miss Blomefield. They all came and looked at me and asked questions. The younger lady---that was Miss Ellen---took to me very much; she said she was sure she should like me, I had such a good face. The tall pale lady said that she should always be nervous in riding behind a horse that had once been down, as I might come down again, and if I did she should never get over the fright.

"You see, ladies," said Mr. Thoroughgood, "many first-rate horses have had their knees broken through the carelessness of their drivers, without any fault of their own, and from what I see of this horse, I should say, that is his case; but of course, I do not wish to influence you. If you incline, you can have him on trial, and then your coachman will see what he thinks of him.

"You have always been such a good adviser to us about our horses" said the stately lady, "that your recommendation would go a long way with me, and if my sister Lavinia sees no objection, we will accept your offer of a trial, with thanks."

It was then arranged that I should be sent for the next day.

In the morning a smart-looking young man came for me; at first, he looked pleased; but when he saw my knees, he said in a disappointed voice:

"I didn't think, sir, you would have recommended my ladies a blemished horse like that."

"Handsome is--that handsome does," said my master; "you are only taking him on trial, and I am sure you will do fairly by him, young man, and if he is not as safe as any horse you ever drove, send him back."

I was led home, placed in a comfortable stable, fed, and left to myself. The next day, when my groom was cleaning my face, he said---

"That is just like the star that Black Beauty had, he is much the same height too; I wonder where he is now."

A little further on, he came to the place in my neck where I was bled, and where a little knot was left in the skin. He almost started, and began to look over me carefully, talking to himself.

"White star on the forehead, one white foot on the off side, this little knot just in that place;" then looking at the middle of my back--- "and as I am alive, there is that little patch of white hair that John used to call 'Beauty's threepenny bit.' It must be Black Beauty! Why Beauty! Beauty! do you know me? little Joe Green, that almost killed you?" And he began patting and patting me as if he was overjoyed.

"Give you a fair trial! I should think so indeed!"

In the afternoon I was put into a low park chair and brought to the door. Miss Ellen was going to try me, and Green went with her. I soon found that she was a good driver, and she seemed pleased with my paces. I heard Joe telling her about me, and that he was sure that I was Black Beauty.

When we returned, the other sisters came out to hear how I had behaved myself. She told them what she had heard, and said "I shall certainly write Mrs. Gordon and tell her that her favorite horse has come to us. How pleased she will be!"

After this I was driven every day for a week or so, and as I appeared to be quite safe, Miss Lavinia at last ventured out in the small close carriage. After this it was decided to keep me and call my by my old name of Black Beauty.

I have now lived in this happy place a whole year. Joe is the best and kindest of grooms. My work is easy and pleasant and I feel my strength and spirits all coming back again. Mr. Thoroughgood said to Joe the other day---

"In your place he will last at least till he is twenty years old---perhaps more."

Willie always speaks to me when he can, and treats me as his special friend. My ladies have promised that I shall never be sold and so I have nothing to fear; and here my story ends. My troubles are over and I am at home; and often before I am quite awake, I fancy I am still in at Birtwick, standing with my old friends under the apple trees.

ame ________________________

hool ________________________ Date ________________________

ill in the blanks.

1. The first place that I can well remember, was ________________________ with a pond of clear water in it.

2. There were ________________________ in the meadow besides me.

3. I hope that you will ________________________ and good and never learn bad ways.

4. I was thought very ________________________.

5. Do you see this ________________________ is a great thing.

6. My master sent me for a ________________________ to a neighboring farmers.

7. I shall never forget the ________________________ that ran by.

8. In the course of the day many other trains went by, some more ________________________

9. Since then I have seen ________________________ much alarmed.

10. But thanks to my good master's care, I am as fearless at ________________________ ________________________ as in my own stable.

Name________________________

School____________________________________Date____________

Underline the right words:

1. At a horse fair there is-

   plenty to see.
   very little to see.
   nothing amusing.

2. I was a horse that was -

   of low breeding.
   homely.
   handsome.

3. The man who bought me was -

   not used to horses.
   used to horses.
   not gentle.

4. He bought me for -

   twenty-four pounds.
   twenty-five pounds.
   twenty-four pounds ten.

5. After a capital supper, I lay down -

   Thinking I was going to be happy.
   thinking I was not going to be happy.
   thinking I was going to be sick.

Name____

School______________________________Date____________________________

Match these sentences together:

1. One day, during this summer, the groom cleaned and dressed me with extraordinary care ---
2. "If the ladies take to him," said the old gentleman ---
3. The ladies came ---
4. It was arranged ---
5. "Handsome is ---
6. John used to call me ---
7. Joe Green and I ---
8. I was tried ---
9. My old name of "Black Beauty" ---
10. My ladies have promised that I shall never be sold ---

"they'll be suited and he'll be suited".

and looked at me.

that I thought some new change must be at hand.

that handsome does.

"Beauty's threepenny bit.

that I should be sent for.

and it was decided to keep me.

were old friends.

and so have nothing to fear.

was given to me.

Name ______________________________________

School ______________________________________ Date ____________________

Mark "T" or"F" after each sentence

1. Black Beauty is the name of a horse, ________

2. His mother's advice had never gone out of his mind, ________

3. He knew she was not a wise old horse. ________

4. He had one white foot, and a pretty white star on his forehead. ________

5. Black Beauty's master did not break him in, ________

6 . Part of a horse's breaking in is to teach him to wear a saddle and bridle ________

7. His master never sent him to a meadow which was skirted on one side by a railway. ________

8. "I shall never forget the first train which went by", said Black Beauty. ________

9. At a horse fair there is little to see. ________

10. The man who bought Black Beauty at the horse's fair was not used to horses. ________

11. He paid twenty-four pounds ten for the horse ________

12. The man put him in a comfortable clean smelling stall. ________

13. He was not given a capital supper. ________

14. Black Beauty laid down thinking he was not going to be happy. ________

15. One day during the summer the horse thought some new change must be at hand. ________

16. "If the ladies take him," said the old gentleman, "they will not be suited, and he will not be suited. ________

17. The three ladies looked at the horse and accepted to give him a trial. ________

18. "Handsome is -that handsome does. ______

19. After the trial the l adies did not decide to keep him and called him by his old name Black Beauty. ______

20. The ladies promised that he would never be sold and so had nothing to fear. ______

BLACK BEAUTY

Sewall, Anna, Black Beauty, put into Basic English by Winifred A. Hall
(Psyche Miniatures) London: Kegan Paul, 1933. pp. 9-14;

BLACK BEAUTY

My First Memories

The first place of which I have a clear memory was a beautiful wide field with a hollow full of clean water in it. The hollow was shaded by some trees, and there were some water-plants and flowers at the deep end. Over the line of low trees on one side was a ploughed field; and through an opening on the other we had a view of our owner's house, which was by the roadside.

While I was young, my food was my mother's milk, because I was not able to take grass. In the daytime I went about by her side, and at night I went to sleep near her.

When I was old enough to take grass, my mother went out to work in the daytime and came back at night.

There were six other young horses with me in the field; they were older than I was; some were almost as tall as horses at their full development. I went for runs with them, and had great sport; we would go at a great rate all together round and round the field, as hard as we were able. At times we had somewhat rough play--- there were frequent bites and kicks in addition to the running.

One day, when there was a good amount of kicking, my mother made a little noise for me to come to her, and then she said:

"Please give attention to what I am going to say to you. The young horses who are living here are very good animals, but they are cart-horses, and naturally they have no idea of good behavior. You are of good birth: your father has a great name in this part of the country, and your father's father came in first in the chief event for two years at Newmarket; your father's mother was the sweetest horse I have ever seen, and I am almost certain you have not ever seen me give a kick or a bite. It is my hope that you will be quiet and good when you are older and not get into bad ways."

My mother's words have not ever gone out of my mind; I saw that she was a wise old horse, and our owner had a high opinion of her. Her name was Duchess, but he frequently gave her the name of Pet.

I was starting to get good-looking; my coat had become delicate and soft, and was bright black. Everyone said that I was very good-

looking.   I had one white foot, and a beautiful white star on the front ofmy head.   My owner would not let anyone have me till I was four years old; He said it was not right for boys to do the work of men and it was not right for young horses to do the work of older ones till their development was complete.

When I was four years old, Squire Gordon came to see me.   He had a look at my eyes and my mouth, and put his hand all down my legs. Then I had to go at a walk and a run before him.   He seemed to be very pleased with me and said, "When he has had good training, he will do very well."   My owner gave his word that he would undertake the training himself, desiring not to let anyone be unkind to me or put fear into me.   And no time was wasted.   The day after, the training was started. It may not be clear to everyone what this training is, so I will give you an account of it.   A horse's training is learning to have a saddle and head-band on, and to take on its back a man, woman or any young person; to go a waydesired by whoever is on him, and to do so quietly. In addition to this, it is learning to have a collar on, a leather band under his tail, and another around the back of his legs; and to keep quiet while these are put on; and then to have a cart or carraige fixed at the back of him, so that he is not able to go at a walk or run without pulling it after him; and he has to be ready to go quickly or slowly at the driver's pleasure.

He may not ever give a jump when he sees anything strange, say things to other horses, give a kick or bite, or have any desires himself; but has at all time to do what is desired by his owner, even though he may be very tired or in need of food.

But worst of all, when he is at work, he may not give a jump for pleasure or take a rest when he is tired. So you see this training is a great thing.

.It is necessary to say something about one part of my training which has been of great value to me, in my opinion.   My owner sent me for two weeks to a farmer near by, who had a field which was skirted on one side by a railway.   Here were some sheep and cows and I was put in among them.

The first memory of the first train which went by will be with me till the day of my death.   I was taking grass quietly by the railings

which were between the field and the railway, when a strange sound at a distance came to my ear and before I was conscious where it came from----with a loud noise and a great amount of smoke----a long black train of something went quickly by, and was almost gone before I was able to take a breath. Turning, I went running to the farther side of the field as quickly as I was able to go, and having got there, made loud noises through my nose with surprise and fear. The day went on and a number of other trains went by, some slowly; these came to a stop at the station near, and sometimes made a shocking noise before they did so. It was very bad, in my opinion, but the cows went on taking grass very quietly, not even lifting their heads when the black disgusting thing came by making a great noise.

In later years I have seen a number of horses overcome by fear and unable to keep quiet on seeing or hearing a steam engine; but because of my good owner's care, I am as happy at railway stations as I am in my own box.

A Horse Market

No doubt a horse market is a place of amusement to those who are not open to loss; at any rate, there is a great amount to see.

Long lines of young horses out of the country, straight from the low, wet land; and groups of little Welsh horses, with long, thick coats, no higher than Merrylegs; and hundreds of cart horses of all sorts, some of them with their long tails twisted in and out, and fixed with bright red cord; and a number like myself, good-looking and of high birth, but who have come down in value through some unhappy chance, bad breathing, or some other trouble. There were wome beautiful animals in first rate condition and good for anything, which were kicking out their legs and stepping well, when they were taken round with a rein, the horse-boy running by their side. But at the back there were a number of poor things, sadly broken down with hard work; with their knees bent over, and their back legs going out sideways at every step; and there were some very sad-looking old horses, with the lower lip hanging down, and the ears going back loosely, as if there was no more pleasure in existence and no more hope; there were some so thin you might see all the bones in their sides, and some with old wounds on their backs and on the higher part of their legs; these were sad things for a horse to see, who is not certain that he may not come to the same condition.

There was one man, about whom I had the feeling that if he would take me, I would be happy. He was not of high birth, or one of the loud common sort who say they are. He was a somewhat small man, but well-made, and quick in all his motions. I saw in a minute, by the way he put his hand over me, that he was used to horses; he had a quiet voice and his grey eyes had a kind bright look in them. He made

an offer of twenty pounds for me; but it was not taken, and he went away. One or two more came who were not ready for business; then the man with the grey eyes came back again.

"Hallo, old man," he said, "I have an idea we would get on well together. I'll give twenty-four for him."

"Say twenty-five and you may have him."

"Twenty-four ten," said my friend, in a voice of great decision, "and not another sixpence---yes or no?"

"Done", said the trader.

Payment was made then and there, and my new owner got me by my head-band, and took me out of the market, to a little hotel, where he had a saddle and reins ready. He gave me a good meal of grain, and kept by me while I had it, talking to himself and to me. Half-an-hour after we were on our way to London, through pleasing country roads till we came into the great London road, on which we went without stopping, till, by the time it was getting dark, we came to the great town. The gas lights were burning; there were streets to the right, and streets to the left, and streets going across one another for mile after mile. I had a feeling we would not ever come to the end of them. After a short time we went up one of the side streets, and about half-way up one of the side streets, and about half way up that street we went into a very narrow street, with somewhat poor-looking houses on one side, and what seemed to be carriage-houses and horse-buildings on the other side

My owner came to a stop at one of the houses and gave a whistle. The door came open quickly, and a young woman, with a little girl and boy at the back of her, came out. There was a very happy meeting while my owner got down.

"Now then, Harry, my boy, get the doors open, and mother will get us the light."

The minute after they were all around me in the small space in front of the building.

"Is he quiet, father?"

"Yes, Dolly, as quiet as your little cat; come and give him a touch."

Quickly the little hand was going about all over my neck without fear. How happy it made me!

"Let me get him a warm meal while you are rubbing him down", said the mother.

"Do, Polly, it's the very thing he is in need of, and I am certain you have got a beautiful warm meal for me."

"Meat roll and apple", said the boy loudly, which made them all give a laugh. I was taken into a pleasing, clean-smelling box with a good amount of dry bedding, and after a first-rate meal, I went to sleep, with the idea I was going to be happy.

My Last Owners

One day in the summer, the horse-boy gave me such a good cleaning and brushing that I had an idea some change was at hand. Willie seemed half troubled, half happy as we got into the low carriage with his grandfather.

"If the young women take him", said the old man, "they'll be pleased and he'll be pleased."

At a distance of a mile or two from the little town, we came to a pleasing, low house, with grass and small trees at the front, and a carriage road up to the door. Willie gave the bell a pull, and said was Miss Blomefield, or Miss Ellen in? Yes, they were. So, while Willie kept with me, Mr. Thoroughgood went into the house. In about ten minutes he came back, with three young women; one tall, white faced woman with dark eyes and a happy face; the other, a very important-looking person, was Miss Blomefield. They all came and had a look at me and put questions. The younger women---that was Miss Ellen---was very pleased with me; she said she was certain we would be friends, because I had such a good face. The tall, white-faced women said that she would not be happy about driving witha horse which had been down at some time, because I might come down again, and if I did, she would not ever get over the shock.

"You see", said Mr. Thoroughgood, "a number of very good horses have had their knees broken through their drivers not taking enough care, without being responsible for it, and from what I see of this horse, I would say that has been his experience; but naturally I have no desire to make your decision for you. Why don't you take him for a time and give him a test, and then your driver will see what his opinion of him is".

"You have been so right about our horses in the past," said the important-looking woman, "that your words would go a long way with me, and if my sister Lavinia has nothing against it, we will be pleased to take your offer of a test."

They came to the decision that I was to be sent for the day after.

In the morning a well-dressed man came for me; at first he seemed pleased; but when he saw my knees, he said in a somewhat unhappy voice--

"I am surprised, Sir, that you said a good word for a damaged horse like that."

"A horse is judged by what he does", said my owner; "you are only taking him for a test, and I am certain you will give him a chance, young man, and if he is not as safe as any horse you have had, send him back."

I was taken back, put in a good box, given some food, and the man went away. The day after, when he was cleaning my face, he said--

"That is like the star Black Beauty had, and he is about as tall; what has become of him now?"

A little farther on, he came on to the place in my neck where the blood had been let out, and where there was still a little place in the skin. He was very surprised, and made a start to go over me with care talking to himself.

"White star on the front of his head, and white foot on the right side, this little place in his neck" and then looking at the middle of myback, "and there is that bit of white hair which John said was 'Beauty's threepenny bit'. I am certain it is Black Beauty! Why Beauty! Beauty! have you any idea who I am? Little Joe Green!" And he went on touching me as if he was very pleased.

I was not able to say that I had any memory of him, because now he was no longer a boy but a good-looking man, with black hair on his face and a man's voice, but I was certain he was an old friend, and that he was Joe Green and I was very pleased. I put my nose up to him and made an attempt to say that we were friends. I have not ever seen a man so pleased.

Later in the day I was put into a low Park carriage and taken to the door. Miss Ellen was going to give me a test, and Green went with her. In a short time I saw that she was a good driver, and she seemed pleased with the way I went. Joe gave her an account of me in my hearing and said he was certain I was Squire Gordon's old Black Beauty.

When we got back, the other sisters came out to see how I had got on. She gave them Joe's story, and said---

"I will certainly send a letter to Mrs. Gordon and say that her best loved horse has come to us. How pleased she will be!"

After this I was taken out every day for a week or two, and as I seemed to be quite safe, Miss Lavinia at last went out in the small, shut in carriage. After this they came to a decision to keep me and give me my old name of Black Beauty.

I have now been in this happy place for a year. Joe is the best and kindest of men. My work is pleasing and not hard, and I have a feeling that I am becoming strong again and getting back my old interest in living. Mr. Thoroughgood said to Joe the other day---

"In your place he will go on till he is twenty years old-- probably more."

"Willie has a talk with me whenever he is able, and makes it clear that I am his special friend. My owners have given their word they will keep me to the end, so I have no more cause for fear; and here my story comes to an end. My troubles are over and I am happy; and frequently before I am quite awake, it seems to me that I am still in the fruit garden at Birtwick with my old friends under the apple trees.

Name______________________________________

School______________________________ Date____________________________

Put the right words in these spaces.

1. The first place of which I have a clear memory was__________________ __________ with a hollow full of clean water.

2. There were________________________with me in the field.

3. It is my hope that you will be________________________ and good when ________________________and not get into bad ways.

4. Everyone said that I was ________________________.

5. So you see this __________________________is a great thing.

6. My owner sent me for________________________to a farmer.

7. The memory of the ________________________which went by will be with me till the day of my death.

8. The day went on and a number of other trains went by, some______________ __________.

9. In later years I have seen a ________________________overcome by fear.

10. But because of my good owner's care, I am as happy at__________________ __________________as I am in my box.

Name ______________________________

School ______________________________ Date ______________________

Put a line under the right words:

1. At a horse market there is-

    a great amount to see.

    a small bit to see.

    no place of amusement.

2 . I was a horse that was-

    of low birth.

    bad-looking.

    good-looking.

3. The man who took me was-

    not used to horses.

    used to horses.

    not kind.

4 . His payment for me was-

    twenty-four pounds.

    twenty-five pounds.

    twenty-four pounds ten.

5. After a first-rate meal went to sleep-

    with the idea that I was going to be happy.

    with the idea that I was not going to be happy.

    with the idea that I was going to be ill.

Name ______________________________

School ______________________________ Date ______________

Put these statements together:

1. One day in the summer, the horse-boy gave me such a good cleaning and brushing ---
2. "If the young women take him", said the old man ---
3. The women came ---
4. They came to the decision ---
5. A horse is judged ---
6. John's name for me was ---
7. Joe Green and I ---
8. I was given my test ---
9. My old name of "Black Beauty" ---
10. My owners gave their word that they will keep me to the end ---

"they'll be pleased and he'll be pleased."

and had a look at me,

that I had an idea some change was at hand.

by what he does.

"Beauty's threepenny bit".

that I was to be sent for.

and a decision was made to keep me.

were old friends.

so I have no more cause for fear.

was given to me.

Name________________________________

School_______________________________ Date_______________________

Mark "T" or "F" after each statement

1. Black Beauty is the name of a horse. ____

2 . His mother's words had never gone out of his mind. ____

3. He saw she was not a wise old horse. ____

4. He had one white foot and a beautiful white star on the front of his head. ____

5. Black Beauty's owner did not give him his training. ____

6. Part of a horse's training is learning to have a saddle and head band on. ____

7. His ~~owner never~~ sent him to a field which was skirted on one side by a railway. ____

8. "The memory of the first train which went by will be with me till the day of my death," said Black Beauty. ____

9. At a horse market there is little to see. ____

10. The man who took Black Beauty at the horse market was not used to horses. ____

11. His payment for the horse was twenty-four pounds ten. ____

12. The man put him in a pleasing clean smelling box. ____

13. He.was not given a first-rate meal. ____

14. Black Beauty went to sleep with the idea he was not going to be happy. ____

15. One day in summer thd horse had an idea sone change was at hand. ____

16. "If the young women take him", said the old man, "they will not be pleased and he will not be pleased. ____

17. The three women had a look at the horse and took him for a time to give him a test. ____

18 . A horse is judged by what he does. ____

19. After the test the women did not come to a decision to keep him and give him his old name of Black Beauty. ____

2 0. His owners gave their word that they would keep him to the end so he had no more cause to fear. ____

PINOCCHIO

Collodi, C., Pinocchio, New York: Rand McNally and Company, 1939.
pp. 22-35; 200-208.

Pinocchio

Once upon a time, there was an old man by the name of Geppetto. He lived in a small ground-floor room and one day as he reached home he had with him a very fine piece of wood. Geppetto wanted to make a puppet.

As soon as he entered his room, Geppetto took his tools and set to work to cut out and model his puppet.

"What name shall I give to him?" he said to himself. "I think I will call him Pinocchio. It is a name that will bring him luck."

Having found a name for his puppet, he began to work in good earnest. He made first his hair, then his forehead, and then his eyes.

The eyes being finished, imagine his astonishment when he perceived that they moved and looked fixedly at him!

Geppetto, seeing himself stared at by those two wooden eyes, took it almost in bad part and said in an angry voice:

"Wicked wooden eyes, why do your look at me?"

No one answered.

He then started to carve the nose; but no sooner had he made it than it began to grow. And it grew and grew and grew until in a few minutes it had become an immense nose that seemed as if it would never end.

The mouth was not even completed when it began to laugh and deride him.

"Stop laughing!" said Geppetto; but he might as well have spoken to a wall.

The mough continued to laugh and then put out its tongue as far as it would go.

Geppetto, not to spoil his handiwork, pretended not to see and continued his labors. After the mouth he fashioned the chin, then the throat, then the shoulders, the stomach, the arms and hands.

The hands were scarcely finished when Geppetto felt his wig snatched from his head. He turned around and what did he see? He saw his yellow wig in the puppet's hand.

The legs and the arms remained to be done. When Geppetto had finished the feet, he received a kick on the point of his nose.

"I deserve it!" he said to himself. "I should have thought of it sooner! Now it is too late."

He then took the puppet under the arms and placed him on the floor to teach him to walk. Pinocchio's legs were stiff and he could not move but Geppetto led him by the hand and showed him how to put one foot before the other. When his legs were flexible, Pinocchio began to walk by himself and to run about the room until having gone out of the house door, he jumped into the street and escaped.

Poor Geppetto rushed after him but was not able to overtake him for that rascal Pinocchio leaped in front of him like a hare and knocking his wooden feet together against the pavement made as much clatter as twenty pairs of shoes.

"Stop him! Stop him!" shouted Geppetto, but the people in the street, seeing a wooden puppet running like a racehorse, stood still in astonishment to look at it and laughed, and laughed.

At last, as good luck would have it, a carabineer arrived who hearing the uproar, imagined that a colt had escaped from his master. Planting himself courageously with his legs apart in the middle of the road, he waited with the determined purpose of stopping him, and thus preventing the chance of worse disasters.

When Pinocchio, still at some distance, saw the carabineer barricading the whole street, he endeavored to take him by surprise and to pass between his legs. But he failed signally.

The carabineer, without disturbing himself in the least, caught him cleverly by the nose--it was an immense nose of ridiculous proportions that seemed made on purpose to be laid hold of by carabineers--and turned him over to Geppetto. Wishing to punish him, Geppetto intended to pull his ears at once. But he did not succeed in finding them. Why? In his hurry to model him, he had forgotten to make them.

He then took him by the collar and said angrily, "We will go home at once and as soon as we arrive you will be punished."

At this announcement, Pinocchio threw himself on the ground and would not take another step. In the meantime, many people gathered on the street. "Poor puppet!" they said. Who knows how Geppetto will beat him!"

It ended in so much being said that the carabineer at last set Pinocchio at liberty and took Geppetto to prison. The poor man cried as he was being led away to prison: "Wretched boy! and to think how I have labored to make him a well-conducted puppet! But it serves me right! I should have thought of it sooner."

While Geppetto was thus sobbing, Pinocchio was rushing across the fields towards his home. Having reached home, he found the street door ajar. He pushed it open, and went in, and having secured the latch threw himself seated on the ground and gave a great sigh of satisfaction.

But his satisfaction did not last long, for he heard someone in the room who was saying: "Cri-cri-cri!"

Pinocchio turned around and saw a big cricket crawling slowly up the wall.

"Tell me, Cricket, who are you?"

"I am the Talking-cricket, and I have lived in this room a hundred years and more."

"Now, however, this room is mine," said the puppet, "and if you would do me the pleasure of going away at once, without even turning around."

"I will not go," answered the Cricket, "until I have told you a great truth."

"Tell me, then, and be quick about it."

"Woe to those boys who rebel against their parents and run away from home. They will never come to any good in the world, and sooner or later they will repent bitterly."

"Sing away, Cricket, as you please, and as long as you please. For me, I have made up my mind to have a good time."

"Poor Pinocchio, I really pity you!"

"Why do you pity me?"

"Because you are a puppet and what is worse, because you have a wooden head!"

At these last words Pinocchio jumped up in a rage and snatching a hammer from the bench, he threw it at the Talking-cricket.

Perhaps he never meant to hit him; but unfortunately it struck him exactly on the head, so that the poor Cricket remained flattened up against the wall.

Night was coming on, and Pinocchio, remembering that he had eaten nothing all day, began to feel a gnawing in his stomach that very much resembled appetite.

He then went searching the room for something to eat; a bit of dry bread, a bone, but he could find nothing, nothing at all, absolutely nothing.

Then he began to cry desperately, and he said, "If my papa was here. I should not be hungry. Oh, what a dreadful illness hunger is!"

Just then he thought he saw something in the dust-heap--something round and white that looked like a hen's egg. To give a spring and seize hold of it was a matter of a moment. It was indeed an egg.

Pinocchio's joy beats description; it can only be imagined. Almost believing it must be a dream, he kept turning the egg over in his hands, feeling it and kissing it. And as he kissed it, he said:

"And now, how shall I cook it?"

Without loss of time he placed a saucer on the red-hot embers. Into the saucer he poured a little water, and when the water began to smoke, Tac! he broke the eggshell over it. But instead of the white and the yolk a little chicken popped out, very gay and polite. Making a beautiful curtsy, it said to him:

"A thousand thanks, Pinocchio, for saving me the trouble of breaking the shell." So saying, it spread its wings and darted through the open window, and flying away was lost to sight.

The poor puppet stood as if he had been bewitched, with his eyes fixed, his mouth open, and the eggshell in his hand. Recovering, however, from his first shock, he began to cry and scream, and to stamp his feet on the floor in desperation, and amidst his sobs he said:

"Ah, indeed, the Talking-cricket was right. If I had not run away from home, and if my papa was here, I should not now be dying of hunger! Oh! what a dreadful illness hunger is!"

Pinocchio Gets Donkey's Ears

One morning when Pinocchio awoke he scratched his head. He discovered to his great astonishment that his ears had grown more than a hand. You know that the puppet from his birth had always had very small ears---so small that they were not visible to the naked eye. You can imagine then what he felt when he found that during the night his ears had become so long that they seemed like two brooms.

He began to cry and roar, and beat his head against the wall; but the more he cried, the longer his ears grew; they grew and grew and became hairy at the points.

At the sound of his loud outcries a beautiful Marmot that lived on the first floor came into the room. Seeing the puppet in such grief, she asked ernestly:

"What has happened to you, my dear fellow-lodger?"

When Pinocchio said he was ill, the little Marmot raised her right forepaw and then said:

" My friend, I am grieved to be obliged to tell you that you have a very bad fever!"

"What kind of fever?" said Pinocchio in an alarmed voice.

"You must know," replied the Marmot, "that in a few hours you will no longer be a puppet, or a boy-----"

"Then what shall I be?"

"You will really become a little donkey, like those that draw carts and carry cabbages to market."

"Oh! unfortunate that I am! unfortunate that I am!" cried Pinocchio, seizing his two ears with his hands and pulling them as if they had been someone else's ears.

"It is indeed only too true, and tears are now useless. You should have thought of it sooner!"

Pinocchio turned to go out. But when he reached the door, he remembered his donkey's ears, and feeling ashamed to show them in public, what do you think he did? He took a big cotton cap and, putting it on his head, he pulled it well down over the point

of his nose.

He then set out and went everywhere in search of his friend, Candlewick. He went to seek him at his house; and having reached the door, he knocked.

"Who is there?" asked Candlewick from within.

"It is I," answered the puppet.

"Wait a moment and I will let you in."

After half an hour the door was opened, and imagine Pinocchio's feelings when, upon going into the room, he saw his friend Candlewick with a big cotton cap on his head which came down over his nose. At the sight of the cap Pinocchio felt almost consoled and thought to himself:

"Has my friend got the same illness that I have? Is he also suffering from donkey fever?"

And pretending to have observed nothing, he asked him, smiling:

"How are you, my dear Candlewick?"

"Excuse me; but why, then, do you keep that cotton cap on your head which covers up your ears?"

"The doctor ordered me to wear it because I have hurt this knee. And you, dear puppet, why have you got on that cotton cap pulled down over your nose?"

"The doctor prescribed it because I have grazed my foot."

"Oh, poor Pinocchio!"

"Oh, poor Candlewick!"

After these words a long silence followed, during which the two friends did nothing but look mockingly at each other.

At last the puppet said in a soft voice to his companion:

"Satisfy my curiosity, my dear Candlewick; have you ever suffered from disease of the ears?"

"Never!...and you?"

"Never! Only since this morning one of my ears aches."

"Mine is also paining me."

"You also? And which of your ears hurts you?"

"Both of them. And you?"

"Both of them. Can we have got the same illness?"

"I fear so."

"Will you do me a kindness, Candlewick?"

"Willingly! With all my heart."

"Will you let me see your ears?"

"Why not? But first, my dear Pinocchio, I should like to see yours."

"No, you must be first."

"No, dear! First you, and then I."

"Well," said the puppet, "let us come to an agreement like good friends."

"Let us hear it."

"We will both take off our caps at the same moment. Do you agree?"

"I agree."

"Then, attention!"

And Pinocchio began to count in a loud voice,

"One, two, three!"

At the word three! the two boys took off their caps and threw them into the air.

And then a scene followed that would seem incredible if it was not true. That is, when Pinocchio and Candlewick discovered that they were both struck with the same misfortune, instead of feeling full of mortification and grief, they began to prick their ungainly ears and to make a thousand antics, and they ended by going into bursts of laughter.

And they laughed and laughed and laughed until they had to hold themselves together. But in the midst of their merriment Candlewick suddenly stopped, staggered, and changing color said to his friend:

"Help, Help, Pinocchio!"

"What is the matter with you?"

"Alas, I cannot any longer stand upright."

"No more can I," exclaimed Pinocchio, tottering and beginning to cry.

And whilst they were talking, they both doubled up and began to run around the room on their hands and feet.

And as they ran, their hands became hoofs, their faces lengthened into muzzles, and their backs became covered with a light hairy coat sprinkled with black.

Oh, if they had but been wiser! But instead of sighs and lamentations they could only bray like asses; and they brayed loudly and said in chorus, "J--a, j--a, j--a."

PINOCCHIO

I

Underline the right word:

1. There was an old man by the name of (Pinocchio, Geppetto, Candlewick).
2. Geppetto carved a (puppet, horse, man).
3. When Geppetto had finished the feet, he received a kick on his (stomach, nose, head).
4. Geppetto was not able to (find, kick, overtake) that rascal Pinocchio)
5. The (carabineer, Geppetto, man) caught him by the nose.
6. As soon as we arrive home, you will be (fed, punished, retired).
7. People on the street said "Who knows how Geppetto will (beat, love, carve) him?"
8. "I have lived in this room a (hundred, hundred-five, hundred-ten) years and more", said the Cricket.
9. Pinocchio wanted to have a (quiet, bad, good) time.
10. Pinocchio broke the eggshell and a little (yolk, chicken, bird) popped out.

PINOCCHIO

II

Put the right word after each sentence:

1. With what kind of ears did Pinocchio awaken one morning? ________
2. Who came into Pinocchio's room at the sound of his outcry? ________
3. What did Pinocchio put on his head when he went to see Candlewick? ________
4. Who also had a cotton cap on his head? ________
5. With what were Pinocchio and his friend troubled? ________
6. How did they agree to take off the caps? ________
7. What did Pinocchio and Candlewick do when they took off their caps? ________
8. Into what did their hands change? ________
9. With what did their backs become covered? ________
10. What strange sounds come from their mouths? ________

Candlewick
cotton cap
donkey
fever
hair

hoofs
J-a
laughed
Marmot
together

PINOCCHIO

Collodi, C., Pinocchio, put into Basic English by Margaret Bottrall, (Psyche Miniatures) London: Kegan Paul, 1940. pp. 12-17; 71-73.

Pinocchio

There was an old man named Geppetto. One day he came to his small room with a good bit of wood with which to make a plaything. This plaything with painted face and arms and legs which may be moved by cords--'marionette' it is named--seems to have the power of moving by itself.

So Geppetto made a start at cutting the wood into a marionette. "I will give him the name Pinocchio," he said. "There was a family with that name who seemed to get on very happily, though they never made much money." First Geppetto made a round head complete with hair. When he put in the two eyes, they took a good look round the room and then became fixed on him; when he had made the nose, it got longer and longer; and when the mouth was done, it gave a loud laugh. "Be quiet!" said Geppetto; and the mouth put out its tongue. Though he was shocked, Geppetto went on with his work. He made the chin and neck and body, the arms and hands. When the hands were complete, they suddenly took a grip of Geppetto's false hair and with one pull had it off the old man's head. "Pinocchio, you bad boy!" said Geppetto. "Have you no respect for your father?" But he went on with his work and made the legs and feet. When the feet were made, one of them gave Geppetto a kick on the nose. Though disgusted at Pinocchio's behavior, Geppetto put him on the floor. At first his legs were so stiff that he not able to take more than two or three steps; but with Geppetto's help he quickly got the trick of walking, then of running and jumping. And before Geppetto saw what he was doing, Pinocchio went running out of the house into the street.

The old man, fearing that his plaything would get into danger,

went after him, but Pinocchio went at a great rate. Everyone in the street was laughing and nobody made any attempt at stopping him. At last, a policeman, judging from all the noise that a horse was running away, put himself in the middle of the street, and though Pinocchio almost went between his legs, the policeman took him by the nose and gave him back to Geppetto. The old man had a strong desire to give Pinocchio a blow on the ear; but the wood head had been made so quickly that it had no ears. So Geppetto took Pinocchio in a tight grip and said angrily to him, "When we are back in the house, my boy, you'll get a good punishment." At these words Pinocchio became quite stiff and would not take a step in the direction of the house. "Poor boy," said those who were looking on, "Geppetto will probably give him a shocking punishment. It is not safe for him to go with such a cruel man." So the policeman let Pinocchio go and in his place took Geppetto to prison. "Oh, what an unhappy man am I!" said poor Geppetto, "I had hopes of making for myself a good little boy who would be a friend to me. But what is done is done, and crying will not make things any better."

While Geppetto was talking in this sad way, Pinocchio was running happily across the fields and jumping like a young goat. But his pleasure quickly came to an end. When he was back in Geppetto's house, he saw a long-legged Insect on the wall, which went on crying, "Cri-cri-cri!" "What are you doing here?" said Pinocchio. "I have been living here for more than a hundred years," said the Insect. "Well, it's my room now, so go away," said Pinocchio roughly. "I will not go away before I have said two or three wise words to you," said the Insect in a serious voice. "It is wrong for boys to have no respect for their fathers and for those who are old and wise. Take care or you will come to a bad end." "You aren't talking sense," said Pinocchio. "I am going to have a good time now, playing all day and learning

nothing at all." "Why not go to school and get some knowledge which will be of use to you?" said the Insect. "Be quiet!" said Pinocchio angrily. But the Insect would not be quiet, and went on giving its opinions of Pinocchio's behavior. "Poor thing," it said at last, "it's not surprising that you are so foolish; your head is only made of wood." At these words, Pinocchio took up a hammer and sent it violently through the air, so that the Insect was crushed against the wall.

It was getting dark and Pinocchio had a great desire for food, but there did not seem to be any food in the house. Pinocchio went round the room looking for a dry bit of bread, or an old bone, or even a fruit stone which might have dropped on the floor; but he saw nothing, nothing, nothing. His need for food gave him quite a pain. "If Geppetto was here, he would give me something," said Pinocchio sadly. "Possibly the Insect was right and I have been foolish." But suddenly he saw among a mass of dust something round and white--something very like an egg. In fact, it was an egg! Pinocchio was happier than words are able to say. "What is the best way to cook an egg?" he said, turning it between his fingers and kissing it. Having come to a decision, he put on the red coals a pot with some water in it; and when the water gave off blue smoke, Pinocchio gave the egg a blow on the side of the pot. But oh! what came off? A little bird covered with yellow feathers, which went straight through the open window. Pinocchio for some minutes was unable to say or do anything. His eyes were fixed on the broken egg. Then he gave a cry, every one louder than the one before. "Oh, if only I had not been so bad to Geppetto! If only he was here!" said Pinocchio.

One morning, Pinocchio, getting out of bed, gave his head a rub. To his great surprise, he had two long ears in place of his normal ones! And, looking at himself in a basin of water, he saw that he had the ears of a donkey. In his trouble he went to a rat who was living in the same house, and she said that in two or three hours he would be completely changed into a donkey. "Boys who do no work commonly become donkeys," she said. This idea made Pinocchio very unhappy; but he put a bit of cloth over his head, and went to see Thread. His friend came to the door, and his head was covered with a bit of cloth in the same way. It was clear to Pinocchio what was wrong, but he did not say so at first. "Why have you got that covering on your head?" said he. "Because my knee is damaged; what about yours?" "Oh, my foot is damaged." The two had a long look at one another without saying a work. Then in a very sweet voice Pinocchio said to his friend,"Have you ever had ear trouble?" "Not till this morning." "We are in the same condition, it seems. May I have a look at your ears?" Certainly, but let me see yours first." "No, no, yours first." "Well, let us make an agreement to take the cloth off at the same time." So in a clear voice Pinocchio said, "One, two, three!" and they took the cloths off their heads. At first their long ears gave them a feeling of shame; but after a minute their sense of amusement overcame them and they had a long laugh. They went on till Thread gave a sudden cry, "Help! Help!" "What is it?" "My legs will not keep straight!" "Mine are the same!" said Pinocchio, in great fear; and the two boys had to put their hands down of the floor so as to keep their balance. While they were running round the room like this, their faces were changed into donkeys' faces, and their bodies became covered with thick grey hair; and when they made the discovery that they had donkeys' tails they were very unhappy, and made an attempt to say so. But in place of words a strange sound came from their mouths, "Ee-aw! Ee-aw!"

PINOCCHIO

I

Put a line under a right word:

1. There was an old man named (Pinocchio, Geppetto, Thread).
2. Geppetto made (round, great, little) head.
3. Have you no respect for your (mother, brother, father)?
4. The old man had great fear that his plaything would get into (danger, street, house).
5. The (policeman, man, Geppetto) took Pinocchio by the nose.
6. When you are back in the house, you'll get a good (meal, punishment, sleep).
7. It is not safe for him to go with such a (cruel, good, great) man.
8. "I have been living here for more than a (hundred, hundred-five, hundred-ten) years," said the Insect.
9. Pinocchio had (good, no, bad) sense.
10. Pinocchio gave the egg a blow on the side of the pot and a little (insect, bird, smoke) came off.

PINOCCHIO

II

Put the right word after each statement:

1. What sort of ears did Pinocchio have one morning? ______
2. To whom did Pinocchio go? ______
3. What did Pinocchio put on his head when he went to see Thread? ______
4. Who had a covering on his head, too? ______
5. What sort of trouble did Pinocchio and his friend have? ______
6. How did they take the cloth off? ______
7. When Pinocchio and Thread took off the cloth what did they do? ______
8. What did the boys put down on the floor to keep their balance? ______
9. With what did their bodies become covered? ______
10. What strange sounds came from their mouths? ______

---

cloth	Hand
donkey	laughed
ears	Thread
He-aw	together
hair	rat

Stout, Velma, *Fires Around the World.* (Our Changing World Series) New York: Thomas Nelson and Sons. p.p.1-5

WIRES AROUND THE WORLD

Stout, Velma, Wires Around the World, (Our Changing World Series) New York:
Thomas Nelson and Sons. p.p.1-5

WIRES ROUND THE WORLD

Wires and Words

Up like a swing and then down the little ship Sully rode through the churning waters. Her white sails stretched to the wind. The sailors thumped their sides and pulled their coats collars up higher to keep warm.

"Ho! Ho!" they cried to one another, and put their hands to their mouths to make a trumpet.

"Ho! Ho! it's a storm that's stirring," they said. "Look how the stars have gone from the sky. Listen to that wind howling. Feel how this old boat of ours is bobbing like a cork. We'll have to keep a sharp lookout, mates, for other ships that sail these waters; It's an ugly storm we may be having. We wish we were down below."

Down below, in the cabin where the dinner was being served, it was warm and light, and none of the passengers seemed to mind that the dishes scampered this way and that every time the boat rolled. Instead, they ate their share of the good food and laughed to see little Black Rastus juggle three small grey balls, and to hear him talk of hearing voices from the waves.

Rastus was only twelve, and very young to be at sea. But he had been born on a ship and had never known any other home. He was always somewhere near the galley, which is the ship's kitchen, peeling potatoes or helping to serve the meals. And often when the meals were over, he would dance a jig or play on the harmonica or mouth organ that he kept in his upper jacket pocket.

Tonight his shiny black eyes moved from person to person, and though his teeth flashed in a broad grin, he told himself sadly,

Gen'lmen don't want Rastus play fo' 'em dis evenin'. All talkin' too ser'us; all pow'ful solemn tonight."

Little Rastus' guess was a good one. The gentlemen were serious indeed. They were speaking of electricity and of something which they called electromagnetism, a strange new force about which they had been hearing wonderful things. They knew nothing about such things as radios, telephones, electric lights and dynamos, for they were sailing from Europe to America in October of 1832- over a hundred years ago.

They didn't realize that by means of electricity immense wheels were someday to turn smoothly, enormous weights lift easily. They had never seen a gay electric sign flashing on and off in a spatter of green, scarlet, yellow and blue. To them, Electricity was a mysterious riddle, more baffling than anything of which they had heard. Tonight they were telling each other of how, if you wrapped a coil of wire around a piece of soft iron, you could make a magnet of it; and of how, long before, Benjamin Franklin had sent an electric current through a coiled wire seven miles in length.

Suddenly one of them, a young man, tall and handsome, began to speak with such conviction that the whole company leaned forward to catch his words.

"Why, gentlemen," he said, as he rose and strode up and down the room, "I tell you, it means a revolution in the world. If I can drive an electrical impulse through a length of copper wire and send it far enough, I'll girdle the world like Puck. I'll talk with the Cham of Tartary as easily as I talk with you."

That young man was Mr. Samuel Finley Breese Morse. His family called him Finley, and his mother's name was Breese. He was the man who invented the telegraph.

He left the table soon and went on deck. Up and down he walked, up and down, not minding the roll of the boat or the whistling of the wind. He could think of only one thing. He felt that wires and electricity could be used together to convey words from place to place. He wasn't sure just how. From that night on, he never rested until an instrument that would do as he wished was in his hands.

That night he drew a sketch of what he had in mind. He talked with the passengers. He showed them his sketch. He told the captain of the ship, "If ever you hear of telegraphy, Captain Pell, you can tell them it had its beginning on your ship." When he reached New York, his brothers met him at the dock, and he told them, too, ofthis plan which so filled his mind, and the machine he intended to invent.

Not that he expected to give up painting; he had started doing that as a boy. He liked particularly to paint portraits of his three children - and of statesmen and diplomats. He had already painted portraits of General Lafayette, who was his friend, and of President Adams and Monroe; and it was while he was returning from Italy and France, where he had been painting and studying art, that this argument about telegraphy had come up. Gradually he forsook his paint brushes and turned his attention to electricity instead. He proposed that some means should be devised for carrying messages over strands of wire. He knew a good deal about electricity and of electrical experiments as they were made in that day. He had seen some of them at college and had been much interested in them. He knew how Benjamin Franklin, when he was making the experiments with the kite, had sent an electric impulse through seven miles of wire. He knew how much wire, wrapped around a piece of iron shaped like a horseshoe, with what they call a north pole and a south, should be used to make a magnet. And how, if you turned a current of electricity into the links of a chain, or across slightly separated blocks of iron, in a dark room, the sparks would jump from link to link, or from bar to bar, leaping the breaks with brilliant flashes of light. He had seen this. He had seen folded sheets of paper placed in the current's path, only to have a hole driven through them quick as the lightning's flash.

What he did not know - nor anyone else - was how to use this knowledge so that he could make electricity talk! He didn't know how electricity could be used to record the speech of man. Until he had this knowledge, neither cold nor hunger, poverty nor ridicule, could hold him from the task that he had now set for himself.

Wires and Words

1. Why was the ship "Sully" bobbing like a cork?

2. Who was Rastus?

3. What was the strange new force that interested the men on the ship?

4. (a) Who invented the telegraph?

   (b) What is the telegraph?

5. (a) What work was Samuel Morse interested in before he turned his attention to electricity?

   (b) Name three people of whom he painted portraits.

Wires and Words

1. What was the name of the ship in this story?
2. What was the little boy's name who gave help and amusement to the men?
3. What sort of power interested the men?
4. What was the name of the captain of the ship?
5. What is the name given to a ship's kitchen?
6. What sort of an instrument did Rastus play?
7. What did Samuel Morse invent?
8. What sort of work was Samuel Morse intersted in before turning his attention to electric current?
9. Who was the man who had sent an electric impulse through seven miles of wire?
10. Name two presidents of whom Samuel Morse painted pictures?

WIRES ROUND THE EARTH

Stout, Velma, Wires Round the Earth, (Our Changing World Series, Basic Edition) New York: Thomas Nelson and Sons. p p.7-12

WIRES ROUND THE EARTH

Wires and Words

Up and down, down and up, through the rough waters went the little ship Sally, her white sails stretched to the wind. The sailors put their coat collars up higher, stamping their feet to keep warm.

"Ho! Ho!" they were crying to one another, putting their hands to their mouths to make the sound go futher.

"Ho! Ho! there's bad weather coming," they said. "See how the stars have gone from the sky! What a noise the wind is making! This old boat of ours is going up and down like a cork. We'll have to keep a good look-out, boys, for other ships sailing in these waters; we're probably going to have a rough time. It's better under cover on a night like this."

Down inside the ship, the last meal of the day was going on. The room was warm and light, and no one seemed at all troubled by the plates slipping this way and that every time the boat gave a roll. They all went on taking pleasure in the good food, and laughing at little black Rastus, who was playing tricks with three small grey balls and talking of strange voices coming from the waves.

Rastus was only twelve, and very young to be a sailor. But a ship had been his birthplace, and he had gone on living on ships. He was generally somewhere near the 'galley' - which is the ship's cooking-place - getting the potatoes ready for the cook, or helping to take the meals round. And frequently, when the meals were over, he would do a little dance for the amusement of those journeying on the ship, or making music on the 'harmonica,' or mouth instrument, which he kept in his coat pocket.

Tonight his bright black eyes were moving from person to person, and though his white teeth were seen in a wide smile, he said to himself sadly, "No one caring about Rastus's music tonight. All talking so seriously; all very serious tonight."

Little Rastus was right. They certainly were very interested in what was being said. They were talking of electric power and of something to which they gave the name of 'electro-magnetism,' a strange new force about which they had been hearing surprising things. The men on that ship had no knowledge of such things as radio, telephones, electric lights and electric machines, because they were sailing from Europe to America in October 1832, over a hundred years back.

They had no idea that with the help of electric current great wheels would one day be turning smoothly, great weights be lifted without any trouble. They had never seen a bright electric sign going on and off in bursts of green, red, yellow, and blue. To them, electric power was a strange new thing, the strangest thing they had ever come across. Tonight they were saying how, if you put a twist of wire round and round a bit of soft iron, it would be given the power of attraction, or, in other words, become a 'magnet'; and they were talking of how, long before, Benjamin Franklin had sent an electric current through a twisted wire seven miles long.

Suddenly one of them, a young man, tall and good-looking, took up the discussion with such an air of authority that all heads were bent forward to get his words.

"My friends," he said, getting up and walking up and down the room, "I say that all our ways of living will be completely changed by it. If it is possible to send an electric impulse through a copper wire, and send it far enough, I'll put a circle round the earth like Puck. I'll be talking to the Cham of Tartary with no more trouble than I am talking to you."

That young man was Mr. Samuel Finley Breese Morse. Breese was his mother's name. The name given to him by his family was Finley. He was the man responsible for the invention of the 'telegraph,' the apparatus by which telegrams are sent.

After a short time he went from the room and outside into the air. Up and down he went, up and down, untroubled by the roll of the boat or the whistling of the wind. He had only one thought in his mind. It seemed to him that wires and electric force might be put together to send words from place to place; but he wasn't quite certain how. From that night on, he gave himself no rest till he had made an instrument which would do this.

That night he made a rough picture of what he had in mind. He had a talk with the other men on the ship. He put his picture before them. He said to the ship's chief, "If ever a telegraph system comes into being, Captain Pell, you may say that it had its start on your ship." When he got to New York, his brothers were at the harbour waiting for him. Almost the first thing he did was to give them an account of the idea which his mind was so full of, and of the machine he was going to make.

Not that he had at first any thought of giving up his painting, at which he had been working from a boy. He was specially interested in painting pictures of his three little sons, and of great men in political circles. He had done pictures of General Lafayette, who was his friend, and of Presidents Adams and Monroe; and it was when he was on his way back from Italy and France, where he had been painting and learning art, that this discussion about telegraph system had come up. Little by little he gave up his paint brushes, turning his attention to electric current in their place. His idea was that it was possible to get some way of sending words through wires. He had a good knowledge of electric science as far as it had got, and of electric tests as they were made in that day. He had seen some of them at college, and had been interested in them. He had a knowledge of how Benjamin Franklin, when he was making certain tests, had sent an electric impulse through seven miles of wire. He had a knowledge of how much wire, put round a bit of iron in the form of a horseshoe, with its two ends or 'poles', was needed to make a magnet. He had seen how, if you sent an electric current through the units of a chain, or across rods of iron with small spaces between them, in a dark room, the current went jumping from unit to unit, or from rod to rod, bridg

ing the spaces with sudden bright bursts of light. And he had seen folded bits of paper placed in the way of the current, only to have a hole made through them as quickly as by a gun.

What he had no knowledge of, any more than others had, was how to make use of these facts to send news by the electric current. He had no idea, so far, how electric force was to be used for recording the words of man. Till he had this knowledge, nothing - cold or need of food, loss of money or the unkind smiles of others - was able to keep him from the work he had put before himself.

Wires and Words

1. Why was the ship "Sully" going up and down like a cork?
2. Who was Rastus?
3. What was the strange new force that interested the men on the ship?
4. (a) Who was responsible for the invention of the telegraph?
   (b) What is the telegraph?
5. (a) What work was Samuel Morse interested in before turning his attention to electric current?
   (b) Give the names of three persons of whom he had done pictures.

TRAINING FOR THE PRESIDENCY

Bolenius, Emma M., Fourth Reader, Boston: Houghton.Mifflin Company 1919.
pp. 115-118

"I meant to take good care of your book, Mr Crawford," said the boy, "but I've damaged it a good deal without intending to, and now I want to make it right with you. What shall I do to make it good?"

"Why, what happened to it, Abe?" asked the rich farmer, as he took the copy of Weem's "Life of Washington" which he had lent young Lincoln, and looked at the stained leaves and warped binding. "It looks as if it had been through all last night's storm. How came you to forget, and leave it out to soak?"

"It was this way, Mr Crawford," replied Abe. "I sat up late to read it, and when I went to bed, I put it away carefully in my bookcase, as I call it, a little opening between two logs in the wall of our cabin. I dreamed about Washington all night. When I awoke I took it out to read a page or two before I did the chores, and you can't imagine how I felt when I found it in this shape. It seems that the mud-daubibg had got out of the weather side of that crack, and the rain must have dripped on it three or four hours before I took it out. I'm sorry, Mr. Crawford, and want to fix it up with you, if you can tell me how, for I have no money to pay for it."

"Well," said Mr. Crawford, "come and shuck corn three days and the book is yours."

Had Mr. Crawford told young Abrahsm Lincoln that he had fallen heir to a fortune the boy could hardly have felt more happy. Shuck corn only three days and earn the book that told all about his greatest hero!

"I don't intend to shuck corn, split rails, and the like always," he told Mrs. Crawford, after he had read the volume. "I'm going to fit myself for a profession."

"Why, what do you want to be, now?" asked Mrs. Crawford in surprise.

"Oh, I'll be President!" said Abe with a smile.

"You'd make a pretty President with all your tricks and jokes, now, wouldn't you?" said the farmer's wife.

"Oh, I'll study and get ready," replied the boy, "and then maybe the chance will come."

Abraham Lincoln's school-days, all told, did not amount to one year. He was never in a collegeor an academy as a student, and never inside of a college or an academy building until after he had become a practicing lawyer, in his twenty- eigth year.

He was born in a condition of great poverty, in a new country where the populance was small, and there were few opportunities for education.

"With the help of my teachers," he said, "and the encouragement of my step-mother, I learned to read. I did not have many books but they were good ones, and I read them over and over again. I had the Bible, "Pilgrim's Progress",'Robinson Crusoe', 'Aesop's Fables,' Weem's 'Life of Washington,' a 'History of the United States,' and the 'Statutes of Indiana.' Besides these, I borrowed and read through every book I ever heard of in that country for a distance of fifty miles. I almost learned them by heart."

An arithmetic he borrowed and read through and copied. Paper was scarce, so he used the wodden fire-shovel for a slate, ciphering on its back with a charred stick, and shaving it off when covered.

From everything he read he made long extracts, using a turkey quill pen and ink made from brier-root. Often when he was ploughing he would draw from his pocket a piece of smoothly planed wood, and write or cipher upon it with a clay pencil.

When he studied grammar, he had to walk twelve miles to borrow a book. Then for a week he gave every moment of leisure to learning it. As the village cooper allowed him to go into his shop, and keep up a fire of shavings sufficiently bright to read by at night, it was not long before the grammar was mastered. He sometimes made an evening light for study by burning spicewood bushes packed on a log.

When he was eighteen years old, he was a ferry-man for a short time, and he read every evening till midnight, so as to get through with all the books he found at his boarding-house. And when he was cultivating the rough fields in Spencer County, he kept a book on the stump for frequent use.

For practice in public speaking, he walked seven or eight miles to a debating club. He learned from someone he met about Henry Clay and his early discouragements and lack of opportunity, and he himself determined to study law, and to enter upon a public career. He walked forty-four miles from his home to procure a law book, and he studied law under the shade trees when resting his farm team, or during spare hours when working as a surveyor.

Perched upon a woodpile with a book in his hand, he was seen by a neighbor.

"What under the sun you doin' up there,Abe?" the farmer said.

"Reading law," was Lincoln's reply.

He spent an entire winter studying geometry at home without a teacher in order that he might reason more closely, putting one thing into relation with another to prove his point.

After many years of public service in his profession, he became widely known as an honest, straightforward, and able lawyer. When he was fifty years old he was made President of the United States at a great crisis in our history, and became one of the most influential and useful men that ever lived in America.

Test I

1. How are boys and girls known?
2. What was the name of the book that Lincoln read?
3. What happened to it?
4. How was it badly damaged?
5. How did Lincoln fix it up with Mr. Crawford?

Test II

1. What made Lincoln very happy?
2. What was Lincoln going to fit himself for?
3. How did Lincoln get ready for his profession?

Name ____________________

School ____________________ Date ____________________

Put a "T" or "F" after each statement

1. Boys and girls are known by the "crowd" they go with.
2. Lincoln felt that good books were not his best friends.
3. Lincoln did not intend to take care of Mr. Crawford's book.
4. The book was a copy of Weems's "Life of Washington".
5. Lincoln did not put the book away carefully.
6. He dreamed about George Washington all night.
7. Lincoln was sorry when he saw the book in bad shape.
8. He fixed it up with Mr. Crawford.
9. "Abe" shuck corn for three days to earn the book.
10. He was not very happy to do this work to earn the book.
11. Lincoln did not intend to fit himself for a profession.
12. His school days amounted to more than one year.
13. He was not born in a condition of great poverty.
14. He walked miles to get books for his education.
15. He did a great amount of studying by himself.
16. He became a practicing lawyer in his twenty-eighth year.
17. He had all sorts of pencils to write with.
18. It was easy for him to procure books.
19. For practice in public speaking he went to a debating club.
20. He became widely known as an honest, straightforward, and able lawyer.
21. When he was thirty-five years old he was made President of the United States.
22. He became one of the most influential and useful men that ever lived in America.

TRAINING FOR A PRESIDENT

Translated into Basic English for class use.

TRAINING FOR A PRESIDENT

We get our knowledge of boys and girls by the persons they go with. It is the same with books for we get a knowledge of persons by the books which they are reading.

Lincoln said a number of times that good books were his best friends and he was ever happy to get them. But even if he had a desire for good books, he had more of a desire for another thing. What was it? This story will say what it was.

"My idea was to take good care of your book, Mr. Crawford, but it is badly damaged," said young Lincoln. "But I'll make it right with you. What may I do to make it good?"

"Why, what is wrong with it, Abe?" said the well-to-do farmer as he took the copy of Weems' "Life of Washington" from him.

He gave one look at the dirty pages and the bent covers. "It seems as though it has been out in all of last night's bad weather. Why did you not put it away safely, and keep it from getting wet?"

"It was this way, Mr. Crawford," said Abe. "I was reading my book late last night and when I went to bed I put it away in a small opening between two rough boards in the wall of our small house. All night George Washington was in my mind.

When I got up I took my book out to do a bit of reading before I got at my morning's work. I was very sad when I saw it dirty and bent.

It seems as though the rain and earth were on the book for two or three hours. But I'll make it right with you, if you will give me some work to do, for I have no money to give you for it."

"Well," said Mr. Crawford, "if you will come and take the skins off this corn for three days so that I may get it crushed for our bread for this winter, I will give you the book."

The boy was very happy to do this work in payment for a book. In his opinion it was not a great amount of work for a book about such a great man as George Washington.

"It's not my idea to do work like this forever," said he to Mrs. Crawford. "I am going to become great when I am a man."

"Why, what are you going to be?" said she in great suprise.

"Oh, I'll be a President," he said, with a smile.

"You'd make a strange President with all of your tricks and stories, now, wouldn't you?" said Mrs. Crawford.

"I'm going to do a great amount of learning so I'll be ready for it when the chance comes," said the boy.

But Lincoln's days in school were less than one year. He did not go to college and was not inside of one till he became a man of law, in his twenty-eighth year.

His family was poor. He went miles on foot to get books for his education. These books he went over again and again by himself. The only help he got was from the woman his father had married after the death of his mother.

He had no money for a great number of books but those which he had went on living in his memory. They were The Bible, Pilgrim's Progress, Robinson Crusoe, Aesop's Fables, Weems Life of Washington, A History of the United States, and The Statues of Indiana.

Frequently while working in the woods he would take a bit of wood from his pocket and put words or numbers on it with a rough sort of pencil.

Sometimes he was able to keep a book only a week so then he would give all of his time day or night when he was not working to learning what was in it.

Wherever he was living, he would get all the books that were in the house, reading them again and again.

There were no electric cars or automobiles in those days so he went miles on foot to public meetings and places where groups got together for discussions so that he would get help in talking in front of groups of persons.

The stories about men who were poor and became great gave him the help which was needed to go on with his work even when existence itself seemed very hard and his days of work were very very long and no sign of hope was near.

Most of his work in learning law and geometry was done without a teacher. Sometimes he was not able to get a teacher. He may have been able to do better reasoning by himself and give clearer proofs of his poings of view.

After he had been a man of law for some years, it was the opinion of all persons generally that he was a very straightforward and upright man, working for the good of all.

At fifty he became President of the United States at a time when our country was in very great danger. He was one of our greatest and best Presidents.

ABRAHAM LINCOLN

Test I

1. What knowledge do we get of boys and girls?
2. What was the name of the book Lincoln had?
3. What was wrong with it?
4. How was it badly damaged?
5. How did Lincoln make it right with Mr. Crawford?

Test II

1. What made Lincoln very happy?
2. What didLincoln have a desire to be?
3. How did Lincoln get ready for his chance?

Name ______________________________

School ______________________________ Date ______________________________

Put a "T" or "F" after every statement.

1. We get our knowledge of boys and girls by the persons they go with. ______
2. Lincoln said that good books were not his friends. ______
3. Lincoln's idea was not to take care of Mr. Crawford's book. ______
4. The book was a copy of Weems's "Life of Washington". ______
5. Lincoln did not put the book away safely. ______
6. All night George Washington was in Lincoln's mind. ______
7. Lincoln was very sad when he saw the book badly damaged. ______
8. He made it right with Mr. Crawford. ______
9. "Abe" took the skins off corn for three days to get the book. ______
10. He was not very happy to do this work in payment for the book. ______
11. Lincoln did not have a desire to become great when he was a man. ______
12. His school days were more than one year. ______
13. His family was not poor. ______
14. He went miles on foot to get books for his education. ______
15. He did a great amount of learning by himself. ______
16. Lincoln became a man of law in his twenty-eighth year. ______
17. He got all sorts of pencils for writing. ______
18. It was easy for him to get books. ______
19. He went to public meetings so that he would get help in talking in front of persons. ______
20. It was the opinion of all persons generally that he was a straightforward and upright man. ______
21. At thirty-five he became President of the United States. ______
22. He was one of our greatest and best Presidents. ______

Elson, Wm. H., and Gray, Wm. S., The Elson Basic Readers Bk. IV., Chicago: Scott, Foresman and Company, 1934. pp. [illegible]

DOG OF FLANDERS

Elson, Wm. H., and Gray, Wm. S., The Elson Basic Readers Bk. IV., Chicago: Scott, Foresman and Company, 1931. pp. 204-213

The Old Man, the Boy, and the Dog

Nello and his dog Patrasche lived on the edge of a small village in a part of Belgium known as Flanders. The village was set in the midst of flat pastures and corn lands. It had a dozen or more houses, with shutters of bright green or sky blue and walls whitewashed until they shone in the sun like snow.

The little hut in which Nello and Patrasche lived belonged to old Jehan Daas, Nello's grandfather. In his earlier days he had been a soldier, but he had returned from the wars with a wound which had made him a cripple.

When Jehan Daas was eighty years old, his daughter had died and had left him her two-year-old son. He could hardly support himself, but he took the child gladly, and it soon became very dear to him. Little Nello---a pet name for Nicolas---grew rapidly, and the old man and the child lived happily.

Their home was a plain little mud hut, but it was as clean and white as a sea-shell. It stood on a small piece of garden ground that gave the little family their beans, pumpkins, and other vegetables.

Jehan Daas and little Nello were poor, very poor. But the old man was gentle and good to the boy, and the boy was a truthful kindhearted child; and they were happy together.

Patrasche was their helper and their friend. Without Patrasche where would they have been? For Jehan Daas was old and a cripple, and Nello was only a child. But Patrasche was young and strong. He was a dog such as one often sees in Flanders---with yellow hide, large head and body, and wolf-like ears that stood erect.

The Early Life of Patrasche

In his thirteenth month Patrasche had been sold to a hard-hearted peddler, who every day heaped his cart full of pots and buckets, and made Patrasche draw the heavy load. The peddler himself walked along lazily by the side of the cart, smoking his black pipe. Happily for Patrasche, he was very strong. So he did not die but lived on under hunger, thirst, and blows.

One day the dog and his master were going along the road that leads past the village in which lived Jehan Daas and Nello. It was a hot summer day, and Patrasche's cart was heavier than usual. His owner walked on without noticing the dog except to crack the whip at him.

Thus Patrasche struggled along on a scorching road. He had not eaten anything for twenty-four hours and had not tasted water for nearly twelve. Blind with dust, sore with blows, and weary with his load, the dog at last staggered and fell.

He fell in the middle of the white, dusty road, in the full glare of the hot sun. His master gave him kicks with his heavy wooden shoes and blows with his whip, but Patrasche did not move. He lay as if dead in the white summer dust.

After a while, finding his blows useless, the peddler thought that Patrasche was dead. So he took off the harness and kicked the dog aside into the grass. Then he pushed the cart lazily along the road.

Jehan Daas Finds Patrasche

It was a busy road that day, and hundreds of people, on foot and on mules, in wagons and in carts went by. Some saw the poor beast; most did not even look; all passed on.

After a time there came along the road a little feeble old man who was bent and lame. He saw Patrasche and paused. Then he knelt down in the grass and weeds of the ditch, and looked at the dog with eyes full of pity.

There was with the old man a little rosy, fair-haired child, who toddled in among the tall weeds, and stood gazing upon the great, quiet beast. Thus it was that these two first met--

the little Nello and the big Patrasche.

Old Jehan Daas was a man with a kind heart. So he drew the sufferer to his own little hut, which was not far away. There he nursed the poor dog with such care that the sickness passed away. Health and strength returned, and finally came a day when Patrasche stood up again upon his four strong legs.

Now for many weeks he had been close to death; but all this time he had heard only the gentle sounds of thelittle child's voice and felt only the touch of the old man's hand.

In his sickness they had grown to care for him---this lonely old man and the happy little boy. He had a corner of the hut, with a heap of dry grass for his bed; and they learned to listen for his breathing in the dark night, to tell them that he was still alive.

When the dog was well enough to try a low, weak bark, the old man and the boy laughed aloud and almost wept for joy. Little Nello, in delight, made chains of daisies and hung them around his neck.

So, when Patrasche arose, big and strong again, his eyes had a look of happiness in them. In his heart he felt a mighty love, which was never to change. For Patrasche was grateful.

Patrasche Becomes a Faithful Servant

For some years Jehan Daas had earned his living by taking into a neighboring town the milk-cans of his neighbors. But pushing the cart in which the cans were carried was getting to be hard work for the old man. He was not strong, and the town was several miles away.

Patrasche watched the milk-cans come and go the first day after he was well. The next morning, before the old man had touched the cart, Patrasche arose, walked to it, and placed himself between the handles. He showed, as plainly as he could, his desire to work in return for the kindness he had received.

Jehan Daas pushed him away, for the old man thought it a shame to make dogs do hard work. But Patrasche would not be refused. Finding that they did not harness him, he tried to draw the cart with his teeth.

At last the old man gave way to the dog and allowed him to help him. He fixed the cart so that Patrasche could pull it and this the faithful dog did evert morning from that time on.

When winter came Jehan Daas thanked the blessed fortune that had brought him to the sick dog in the ditch. For Jehan was very old and was growing more feeble each year. He would not have known how to pull his load of milk-cans through the snow and the mud if it had not been for the grateful animal.

As for Patrasche, his new work seemed like play. After the heavy loads that his first master had made him draw, it was only fun to step out with this light cart and its brass cans, by the side of the gentle old man who always gave him a tender touch and a kindly word.

Besides, his work was over by three or four in the afternoon. After that time he was free to do as he wished----to stretch himself to sleep in the sun, to wander in the fields, to romp with the young child, or to play with his fellow-dogs.

Nello and Patrasche Do the Work

A few years later, Jehan became so old that he could not go out with the cart any longer.

Then little Nello took his grandfather's place beside the cart. He sold the milk and brought back the money to the owners with a pretty manner that charmed all who saw him.

The little boy was a beautiful child, with dark eyes an d fair hair. Many an artist sketched the group as it went by----the green cart with the brass cans of milk, the great yellow-haired dog and the small figure that ran beside him, in wooden shoes.

Nello and Patrasche did the work so well and so joyfully together that Jehan Daas had no need to stir out. He could sit in the doorway in the sun, and watch the little boy and the dog go forth through the garden gate. While they were gone, he would doze and dream, and pray a little; and then he would awake again as the clock struck three, and watch for thei return.

On their arrival at the hut, Patrasche would shake himself free of his harness with a bark of joy and Nello would tell with

pride the doings of the day. Then they would all go in together to their meal of rye bread and milk and soup. After twilight the boy and the dog would lie down together to sleep peacefully, while the old man said a prayer.

Put a line under the right words:

1. Patrasche was the:

old man's name.

little boy's name.

dog's name.

2. Jehan Daas was:

not old.

very strong

poor and kind.

3. Their home was:

a plain little mud hut

a big stone one.

small and not clean.

4. Patrasche was:

not their friend and helper.

their friend and helper.

not young and strong.

II

Fill in the blanks with the words at the bottom of the page:

1. In his__________month Patrasche had been__________to a hard-hearted man.
2. Patrasche drew the__________cart around the different__________.
3. The__________was very__________.
4. The peddler walked__________by the__________of the cart__________ his black pipe.
5. Patrasche hadn't__________anything for__________hours and had not tasted__________for twelve.
6. __________with dust, sore with__________, and weary with his load the dog at last__________and fell.
7. His master gave him__________with his heavy__________shoes and blows with his__________ but Patrasche did not__________.
8. Finding his blows__________, the peddler took__________the harness.
9. He kicked the__________aside into the__________.
10. Then the peddler__________the cart lazily along the__________.

---

blind
blows
cart
dog
eaten

grass
heaped
heavy
kicks
lazily

move
off
peddler
pushed
road

aside
smoking
sold
staggered
twenty-four
thirteenth

useless
villages
water
whip
wooden

III

Match the following together:

1. The road they took was a busy one.
2. Some saw the poor beast.
3. After a time there came along the road a little old man.
4. He saw Patrasche.
5. With the old man.
6. Jehan Daas was a man.
7. He drew the sufferer.
8. The old man and little child.
9. When the dog was well enough to try a low, weak bark.
10. When Patrasche arose, big and strong again.

who was bent and lame and very feeble.
most did not even look; all passed on.
and hundreds of people went by.
with a kind heart.
was a little child.
and paused.
his eyes had a look of happiness in them and he felt a great love for the man and the boy.
the old man and boy laughed and wept with joy.
had grown to care for the dog.
to his own little hut, which was not far away.

IV

Put a line under the right word:

1. Jehan Daas earned his living by taking(milk-cans, vegetables, fruits) into a neighboring town.
2. The work was getting hard because he was(young, old, strong).
3. Patrasche showed as (plainly, poorly, foolishly) as he could his desire to work.
4. (Jehan Daas, Nello, Patrasche) thought it a shame to make dogs do hard work.
5. Patrasche would not be (refused, dismissed, pushed aside).
6. Finding that they did not harness him, he tried to draw the cart with his (legs, head, teeth).
7. (Then, than, that) the old man gave way to the dog and allowed him to help.
8. Every (afternoon, night, morning) the dog pulled the cart to town.
9. When(summer, winter, spring) came Jehan Daas thanked the blessed fortune that had brought him to the sick dog because he was growing more feeble each year and the animal was a great help.
10. Patrasche's new work seemed like (work, play, sleep).

1. Why couldn't Jehan go out with his cart any more?
2. Why did he have no need to stir out?
3. How did Nello charm all who saw him?
4. What did Jehan Daas do before going to sleep?

DOG OF FLANDERS

Translated into Basic English for class use.

DOG OF FLANDERS

Translated into Basic English for class use.

A DOG OF FLANDERS

Nello and his dog Patrasche were living on the edge of a small town in a part of Belgium which is now named Flanders. This town was in the middle of flat fields and corn land. The dozen or more houses in the town had white walls with bright green or skyblue boards at the windows. They were white as snow in the sunlight.

The small house in which Nello and Patrasche were living was the property of old Jehan Daas, the father of Nello's mother. When he was a young man he had been a soldier, but had come back from the wars with a wound in his legs.

When Jehan Daas was eighty years old, the loss of his daughter made it necessary for him to take care of her two year old son. He was hardly able to take care of himself, but he was happy to take the boy, Before long he had a great love for him. Nello, which was a short way of saying Nicolas, seemed to get taller all the time. The old man and the boy were very poor but they had a happy existence.

Their house was small and made of the earth but it was as clean and white as the snow shining in the bright sunlight. It was in the middle of a small bit of garden which gave them their vegetables.

Patrasche was their helper and their friend. Without Patrasche where would they have been? Jehan Daas was old and not able to do much walking and Nello was only a small boy but Patrasche was young and strong.

He was like most of the dogs in Flanders, yellow with a head and body of great size and ears that were straight and pointed.

THE EARLY EXISTENCE OF PATRASCHE

When Patrasche was thirteen months old he had been given in exchange for money to hard-hearted man who took goods round the different towns. The man's cart was full of pots and buckets, and Patrasche had to take this cart, which was no light weight, on long journeys. The man, with black smoke coming from his old pipe, would go slowly by the side of the cart, giving the dog no help. Patrasche did not get enough food or water. All he got was cruel blows from the man's stick.

One very warm summer day the dog and the man came into the town where Jehan Daas and the boy were living. There were more goods on the cart than at most times. The owner of the dog was not giving any help but was cracking his whip so that the poor dog would go on.

Patrasche had been given nothing for food for twenty-four hours and no water for almost twelve hours. Hiseyes were full of dust, he was in pain from the blows of the man's stick, and tired with the great weight of the cart, and at last his shaking uncertain steps came to a stop. His legs gave way and he went down.

His fall was in the middle of the white, dirty road, in the bright warm sunlight. The man gave him kicks with his great shoes made of wood and blows with his stick but Patrasche made no move.

When his blows seemed to be of no use he took off the leather bands by which the dog was fixed to the cart, kicking the animal into the grass. Then he went down the road pushing the cart in a slow carefree way.

PATRASCHE COMES TO JEHAN DAAS

The road where Patrasche and the cruel man were coming to the town was one used by hundreds of persons every day. Numbers of them went by that day, some on foot, others on the backs of horses or in carts.

A person here and there saw the poor dog but most of them did not even take a look in his direction and all went on.

After a time a little old man who was bent and feeble came down the road. He saw Patrasche and came to a stop. Then he got down on his knees in the grass and dust of the road, and took a look at the dog. His eyes were sad.

There was with the old man a very small bright haired boy, who made his way with uncertain baby steps among the tall grass and flowers. This was the first time that little Nello had seen this great dog.

Old Jehan Daas was man with a kind heart. So he took the poor dog in his cart to his little house, which was not far away. Such good care was taken of the dog, that he got well quickly and was able to get up and go about again on his four strong legs.

While he was so near death, the quiet sounds of the little boy's voice and the kind touch of the old man's hand on his body gave him a feel of comfort.

Before long this poor old man and the happy little boy were very much in love with dog. He had a bed of dry grass on the floor at one side of the little house. The sound of his breathing would come to their ears in the middle of the dark night to give them the knowledge that he was still living.

When the dog was well enough to make a feeble little noise, the old man and the boy gave loud happy laughs and cries and little Nello made chains of flowers to put round his neck.

So, Patrasche became strong again, his great eyes had a very happy look and he had a very great love in his heart for the man and boy. He would keep that love forever, for they had been good to him.

PATRASCHE BECOMES A VERY GOOD SERVANT OF JEHAN DAAS AND LITTLE NELLO

The way in which Jehan Daas had made his living for years was to take milk to a near-by town for the families living near him. But it was getting to be hard work for the old man to do the pushing of the cart which took the milk to town. He was not strong and this town was a number of miles away.

The first day after he was well again Patrasche saw the old man coming and going at his work. Then the morning after, before the old man had put his hands on the cart, Patrasche got up, went to it, and placed himself between the parts of the cart which the old man took in his hands. This was to let them see, as clearly as he was able, his desire to give help for the kind things which had been done for him.

Jehan Daas gave him a push, for the old man had a feeling of shame in making a dog do his hard work. But Patrasche would not be sent away. When he saw the man would not put bands of leather on him so that he would be fixed to the cart, he made an attempt with his teeth to take the cart to the town.

Then the old man gave way to the dog and took his help. Fixing the cart so that the dog was able to do the pulling was simple enough, and so every morning from that time on Patrasche gave his master the help which he needed.

When the winter came, Jehan Daas was most happy that he had seen the poor, ill dog by the side of the road in the dust and grass. For he was very old, and was becoming more feeble every year. He would not have been able to get his cart, full of tins of milk, through the snow and wet earth, if it had not been for the kind dog.

As for Patrasche, his new work seemed like play. His first owner had made him take carts of such great weight, it was a pleasure to go with this cart, and its brass tins, by the side of the old man who was ever giving him a kind touch and a happy word.

Then, his work was over every day by three or four o'clock. After that he was free to do anything----take a rest, go to sleep in the sun, have a run over the fields, or take to playing with Nello or other dogs.

NELLO AND PATRASCHE DO THE WORK

After some years, Jehan became so old that he was not able to go out any more with his cart.

Then little Nello took the man's place beside the cart. He took the milk, got the money for it and gave it to the owners with a behavior so pleasing that all who saw him were pleased,

He was a beautiful boy, with dark eyes and hair that was light in color. A great number of painters made pictures of this group—the green cart with the brass cans full of milk, the great yellow-haired dog and the small boy in his small shoes of wood who was ever running at the side of the cart.

Nello and Patrasche did the work so weal together that the poor old man had no need to go out. He would take a seat in the doorway in the sun, and have his eyes on the little boy and the dog as they went through the gate out of the garden on their way to town. While they were gone he would have a good rest or a short sleep. And then as it came three o'clock he would awake again and take another look up the road to see if the dog and the boy were coming back.

When they got to the small house, Patrasche would give himself a shake and get free from the cart with a loud and happy noise. Then Nello would give the story to the old man about everything which had taken place that morning.

Then it was time for their meal. They would go into the house together and make a meal out of dark bread or soup. When it was almost dark the boy and the dog would go to sleep together in this place where everything was quiet and in peace. But the old man before going to his sleep gave thanks to God for all of the good things which had come to him that day.

Name____

School____Date____________________________________

I

Put a line under the right words:

1. Patrasche was the:
   - old man's name.
   - dog's name.
   - young boy's name.
2. Jehan Daas was:
   - not old.
   - very strong.
   - poor and kind.
3. Their house was:
   - small and made of earth.
   - large and made of stone.
   - small and not clean.
4. Patrasche was:
   - not their friend and helper.
   - their friend and helper.
   - not young and strong.

II

Fill in the spaces with the words at the foot of this page:

1. When Patrasche was________months old he had been given for________ to a hard-hearted________.
2. Patrasche had to take the man's cart which was full of goods round the different________.
3. The cart was not light in________.
4. The man would go________by the________of the cart, giving the dog no________.
5. Patrasche did not get enough________or water but he did get ________blows from the man's stick.
6. Having been given no food and water, with________full of dust, in pain from the________of the sticks, and________with the great weight of the cart,________went down on the earth with ________steps.
7. The man gave him________with his great shoes of________and blows with his sticks but Patrasche did not make a________.
8. When the blow ________to be of no use he took________the leather bands by which the dog was________to the cart.
9. He gave the dog a kick into the________.
10. Then the man went down the________pushing the cart in a slow and ________way.

blows
cart
cruel
eyes
easy
fixed
food
grass
help
kicks
man
money
move
off
Patrasche
road
seemed
side
slowly
thirteen
tired
towns
uncertain
weight
wood

Put these together:

1. The road which Patrasche and the cruel man were coming to town
2. Some persons saw the poor dog
3. A little old man who was bent and feeble
4. He saw Patrasche
5. With the old man
6. Jehan Daas was a man
7. He took the poor dog in his cart
8. The old man and little boy
9. When the dog was well enough to make a feeble little noise
10. When Patrasche became strong again

came down the road.

was one which hundreds of persons went on every day.

but most of them did not even take a look at the side of the
  road and all went on.

with a kind heart

was a very small boy

and made a stop

his eyes had a very happy look and he had a great love for the
  man and boy

the old man and the boy gave loud but happy laugh and cries.

became very much in love with the dog.
to his little house, which was not far away.

IV

Put a line under the right word:

1. Jehan Daas made his living by taking (Milk, vegetables, fruits) to a near-by town.
2. This work was getting hard because he was(young, old, strong).
3. Patrasche let it be seen(clearly, poorly, foolishly) his desire to give help.
4. (Jehan Daas, Nello, Patrasche) had a feeling of shame in making a dog do hard work.
5. Patrasche would not be(given, sent, pushed) away.
6. Patrasche made an attempt with his (legs, head, teeth) to take the cart to town.
7. (Then, than, that) the old man gave way to the dog and let him give help.
8. Every (afternoon, night, morning) the dog pulled the cart to town.
9. When (summer, winter, spring) came Jehan Daas was most happy that he had seen the ill dog by the side of the road because he was becoming more feeble every year and the dog gave him much help.
10. Patrasche's new work seemed like (work, play, sleep).

V

1. Why was Jehan not able to go out with his cart any more?
2. Why did he not have a need to go out?
3. How did Nello please all who saw him?
4. What did Jehan Daas do before going to sleep?

YOUNG GEORGE AND THE COLT

Bolenius, Emma M., Fourth Reader, Boston: Houghton Mifflin Company, 1919
pp. 107-109

YOUNG GEORGE AND THE COLT

When George Washington was a boy his father had taken a great deal of pride in his blooded horses and his mother afterward took pains to keep the stock pure. She had several young horses that had not yet been broken, and one of them in particular a sorrel, was very wild. No one had been able to do anything with it and it was called thoroughly vicious, as people are apt to speak of horses which they have not learned to master.

George was determined to ride this colt, and told his companions that if they would help him to catch it, he would ride and tame it.

Early in the morning they set out for the pasture where the boys managed to surround the sorrel, and then to put a bit into its mouth. Washington sprang upon its back, the boys dropped the bridle, and away flew the angry animal.

Its rider at once began to command. The horse resisted, backing about the field, rearing and plunging. The boys became thoroughly alarmed, but Washington kept his seat, never once losing his self-control or his mastery of the colt.

The struggle was a sharp one; when suddenly, as if determined to rid itself of its rider, the creature leaped into the air with a tremendous bound. It was its last. The violence burst a blood-vessel, and the noble horse fell dead.

Before the boys could sufficiently recover to consider how they should extricate themselves from the scrape, they were called to breakfast. The mistress of the house, knowing that they had been in the fields began to ask after her stock, for she was very proud of them.

"Pray, young gentlemen," said she, "have you seen my blooded colts in your rambles? I hope they are well taken care of. My favorite, I am told, is as large as his sire."

The boys looked at one another, and no one liked to speak. Of course, the mother repeated her question.

"The sorrel is dead, madam," said her son, "I killed him."

And then he told the whole story. They say that his

mother flushed with anger, as her son often used to do, and then quite like him, controlled herself, and presently said, quietly:

"It is well; but while I regret the loss of my favorite, I rejoice in my son who always speaks the truth."

GEORGE WASHINGTON

1. What is the story about?
2. What type of a person gets the respect of all?
3. How did George Washington get this respect?
4. Why did George's mother ask the boys the question a second time?
5. What did his mother have to say about the death of her favorite colt?

YOUNG GEORGE AND THE YOUNG HORSE

Translated into Basic English for class use.

YOUNG GEORGE AND THE YOUNG HORSE

A boy with no fear of saying what is true when he does something wrong, gets the respect of boys and girls who are in school with him, and the support of those who are older than he.

George Washington was a boy who got this respect and in this story you will see a number of ways in which he got it.

His father and mother took great pleasure in their beautiful horses which were very good ones. His mother kept up her interest in them even after the father's death.

She had a great number of young horses which had not been trained in what to do when persons got on their backs and took the reins.*

There was one special animal which was very hard to get near, so George came to the decision that he would get on the back of this horse if his friends would give him some help.

So one morning these boys went out in the field where this untrained horse was. The boys were able to get round him and they got a bit of metal in his mouth which is used for controlling a horse with the reins. Then young George Washington got on his back. The boys let go of him and away went the angry animal.

George got control of him and kept it, but the horse kept going [illegible] sharp run about the field, now and again stepping quickly [illegible] first his front feet in the air and then his back feet.

The fight was a hard one; then the young horse came to a quick decision. He would in some way get the boy off his back. The animal gave a great jump, the last he was ever to make. A blood vessel was broken in the attempt. Death came quickly to the poor horse.

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*reins---non-basic word; long narrow leather bands used for guiding horses.

Before the boys had got their breath from this shocking event, they hed to go in for their morning meal.

Then Mrs. Washington put questions to them about all of her beautiful young horses because she had a very high opinion of the animals and she had seen the boys go to the fields in the early morning.

"Young men," she said, "did you see my beautiful young horses on your walk this morning? Are they well taken care of? And did you see my special, beautiful young horse? His size is equal to his father's they say."

The boys took a look at one another, everyone waiting for the others to get a word out. Then the mother put her questions again.

"Your horse is dead," said young George Washington. "I put him to death."

And then he gave her all the story. They say that her face became very red and she was angry at first, as her son frequently got, and then, like him, she got control of herself and said quietly. "It is well. While I have great regret for the loss of my beautiful young horse, I am more than pleased with my son who at all times says what is true."

GEORGE WASHINGTON

1. What is the story about?
2. What sort of person gets the respect of all?
3. How did George Washington get this respect?
4. Why did George's mother put the question to the boys a second time?
5. What did his mother have to say about the death of her young horse?

CRUSOE'S JOURNAL

Defoe, Daniel, Robinson Crusoe, London: Collins' Clear-Type Press. (Re-written to approximately fourth grade level.) pp. 89-162

Crusoe's Journal

Robinson Crusoe, being shipwrecked during a dreadful storm, came on shore on this dismal, unfortunate island, which he called "The Island of Despair" on September 30th 1659. He had been there almost nine months when one morning, in June 1660, he found a large turtle. In his journal he writes:

"I spent June 17th in cooking the turtle; I found in her three score eggs, and her flesh was to me, at that time, the most savory and pleasant that I tasted in my life, having had no flesh but of goats and fowls since I landed in this horrid place."

A few days later, Crusoe became very ill. He was unable to leave his bed to get food and drink. In his journal he tells us about his sad condition in this way:

"June 28.- Having been somewhat refreshed with the sleep I had had, and the fever being entirely gone, I got up; I considered that the sickness would return again the next day, and now was the time to get something to refresh and support myself, when I should be ill. The first thing I did, I filled a large square bottle with water and set it upon my table in reach of my bed; then I got me a piece of goat's flesh and broiled it on the coals, but I could eat very little. After I had eaten, I tried to walk, but found myself so weak that I could hardly carry the gun; so I went away and sat down upon the ground, looking out upon the sea, which was just before me, and very calm and smooth. I then came back to my house and a little later had a good sleep. When I awaked, I found myself exceedingly refreshed, and my spirits lively and cheerful. When I got up I was stronger than I was the day before, and my stomach better, for I was hungry."

After he had been on the island about ten months, Crusoe found many pleasant meadows and on the rising parts of them, next to the higher grounds "where the water, as it might be supposed, never overflowed" he found a great deal of tobacco and many other plants of which he had no knowledge. He found grapes upon the trees which were now in their prime, very ripe and rich. He found an excellent use for these grapes, and that was to dry them in

the sun, and keep them as dried grapes or raisins are kept.

In this part of the island Crusoe built a sort of home in which he lived in the summer. He put a fence around it; but hardly had he finished working on it when the rains came.

About the end of August, one of Crusoe's cats, which had been away for a long time, returned with three little kittens. Nothing else of much importance took place until he had been on the island a year.

September 30th.— I was now come to the unhappy anniversary of my landing. I kept this day as a strict fast, setting it apart to a religious exercise. I had not tasted the least refreshment for twelve hours, even till the going down of the sun. I then ate a biscuit-cake and a bunch of grapes, and went to bed, finishing the day as I began it.

I found now, that the seasons of the year might generally be divided, not into summer and winter, as in Europe, but into the rainy seasons and the dry seasons.------In this time I found much employment------ I employed myself in making a great many baskets.

Having in this way passed through the wet months, Crusoe decided to see the whole island again. So, taking his gun, his food, and his dog, he began his journey. It was on this trip that he caught a young parrot and it was some years before he could make him call him by his name.

On the other side of the island Crusoe found many turtles, fowls and goats of many kinds. In this journey his dog surprised a young kid, and seized upon it. The account of this experience is given in Crusoe's own words:

"Running in, I took hold of it, caught it, and saved it alive from the dog. I had a great mind to bring it home for I had often thought of the possibility of getting a kid or two, and so raise a breed of tame goats, which might supply me when my powder and shot were all used.

"I made a collar for this little creature, and, with a string which I always carried with me, I led him along, though with some difficulty, till I came to my summer-house. There I enclosed him, and left him, for I was very anxious to be at home, from where I had been absent more than a month."

Now came the third year of Crusoe's time on the island. He gives an account of his daily existence in these words:-

"I did a great amount of work which without the help of tools, required a lot of time. However, with patience and labor I went through many things. Indeed, I did everything that my conditions made necessary for me to do. I daily read the Bible. I divided my time regularly according to the several daily employments that were before me. First, came my duty to God. Secondly, I went out with my gun for food three hours every morning. Thirdly, the ordering, curing, preserving, and cooking of what I had killed or caught for my supply------these took up a great part of the day.

"In the middle of the day, when the sun was high, the heat was too great to stir out; so that about four hours in the evening was all the time I had to work in."

While Crusoe's grain plants were coming up, he found that he was in danger of losing it all by enemies of several sorts. These goats and wild creatures which he called hares, would eat his corn so close that it could got no time to shoot up into stalks. To keep these enemies out he put a fence about the land.

One day he went by the place to see how his crop was getting along and he found it surrounded with birds of many sorts. He had no sooner shot but there rose up a little crowd of birds, which he had not seen at all, from the corn itself. He had killed three of them, and hung them on a tree to frighten the others to keep them away. It is impossible to imagine that this should have such effect as it had.

The birds would not only keep away from the corn, but they flew away from the island, and he could never see a bird near the place as long as his scarecrows hung there.

In December, Crusoe reaped his corn. He cut off the ears and rubbed it out with his hands.

He then tried to make some earthen vessels out of earth and although it was difficult he succeeded in doing it. He also made a beater of hard wood and a wooden basin, for grinding, or pounding his corn into meal, and he found a way to cook his bread upon a hearth which he made himself with bricks.

Now Crusoe did something which was much more difficult. He began to think about the possibility of making himself a boat. Here is his account of it:

"I cut down a vast tree. It was five feet ten inches across at the lower part next to the stump, and four feet eleven inches across at the end of twenty-two feet, after which it lessened for awhile, and then parted into branches.

"It was not without hard labor that I cut this tree down. It took twenty days to chop through the bottom. I took fourteen more days getting the branches and the top cut off with my axe and hatchet. After this it took me a month to shape it into something like the bottom of a boat, that it might swim upright as it ought to do. It took me three months more to clear the inside and work it out so as to make an exact boat of it.

"I did this without fire, and with nothing but a hammer and a chisel. After much hard labor I had a very good-looking boat, big enough to have carried twenty-six men, and consequently big enough to have carried me and all my cargo.

"When I had finished this work, I was extremely delighted with it. The boat was really much bigger than I ever saw; a canoe, that was made of one tree. It had cost me many a weary stroke.

"Now there remained nothing but to get it into the water. Had I gotten it into the water, I make no question but I should have begun the maddest voyage. and the most unlikely to be performed. that ever was undertaken."

But when his boat was made, he was unable to get it into water, because of its size and weight.

"I was still attempting to do this," he says in his day-book, "when I came to the end of my fourth year in this place, and kept the day as seriously as before, and with much comfort."

By the time Crusoe had almost come to the end of the clothing he had got from the ship, but he had saved the skins of all the animals that he killed, and so he was now able to make these into clothing. The first thing he made was a cap for his head, with the hair on the outside to shoot off the rain. He was so pleased withthis that he made in addition a waistcoat and breeches. After this he spent a good deal of time to make himself an umbrella.

"After this, for five years, nothing extraordinary happened to me. I lived on in the same course, in the same condition and place, just as before. I had my work of planting grain and rice, and curing my raisins, both of which always kept up just enough to have a sufficient stock for the year. Besides this, I went out daily with my gun. After some time I made a smaller boat. By digging a canal to it, six feet wide, and four feet deep, I brought it into the creek almost half a mile. Now that I had a boat I was in hopes of going off to sea."

Name_______________________________

School___________________________ Date________________________

Put a line under the words that give the right answer:

1. Crusoe came to shore of an island which he called "The Island of Despair" on September 30th 1659. He had been there almost nine months when one morning in June 1660, he found a large turtle.

1. To what shore did Crusoe come?

2 . Having been somewhat refreshed with the sleep I had had, and the fever being entirely gone, I got up: I considered that the sickness would return again the next day, and now was the time to get something to refresh and support myself, when I should be ill.

2. What did he consider to do after he was refreshed?

3 , After he had been on the island about ten months, Crusoe found next to the higher grounds a great deal of tobacco and many other plants.

3. What did Crusoe find next to the higher grounds?

4. I found that the seasons of the year might be generally divided, not into summer and winter, as in Europe, but into the rainy seasons and the dry seasons.

4. What did he find that was not the same as in Europe?

Name______________________________

School______________________ Date______________________

Put in the right word in the right spaces:

decided
dog
gun
parrot

Crusoe__________to see the whole island again. So taking his__________his food and his__________, he began his journey. It was on this trip he caught a young__________.

Bible
hours
killed
labor
regularly
supply
went

With patience and__________I went through many things dividing my time__________according to the several daily employments that were before me. I daily read the__________. I__________out with my gun for food three__________every morning and the ordering, curing, preserving, and cooking of what I had__________or caught for my__________took up a great part of the day.

basin
bread
difficult
himself
meal
tried

Crusoe__________to make some Earthen vessels out of earth and although it was__________he succeeded in doing it. He also made a beater of hard wood and a wooden__________for pounding his corn into__________ and he found a way to cook his__________upon a hearth which he made__________with bricks.

axe
boat
branches
down
fourteen
hard
tree
twenty

In making a__________Crusoe, cut down a__________. It was not without__________labor that he cut this tree__________down. It took him__________days to chop through the bottom. He took__________more days getting the__________and the top cut off with his__________and hatchet.

Name ____________________

School ____________________ Date ____________________

Put a circle round "yes" or "no":

1. This is the story of Crusoe's "Journal." yes no

2. He came to the shore of the "Island of Hope". yes no

3. Crusoe became very ill. yes no

4. He was not somewhat refreshed after some sleep. yes no

5. Crusoe built a sort of home in which he lived in the summer. yes no

6. There was no summer or winter in this place as in Europe. yes no

7. On one of his journeys his dog seized a young kid. yes no

8. Crusoe's grain plants were never touched by goats and wild creatures. yes no

9. He never hung three dead birds on a tree as a sign to frighten others to keep away. yes no

10. He made some earthen vessels with earth. yes no

11. It was hard labor for Crusoe to cut the tree down to make a boat. yes no

12. It was not difficult for him to shape it. yes no

13. He made a good-looking boat. yes no

14. The boat was big enough to have carried twenty men. yes no

15. When the boat was made he was unable to get into the water, because of its size and weight. yes no

16. By the end of the fourth year on this island Crusoe had almost come to the end of his clothing. yes no

17. He did not save the skins of all the animals that he killed so he was not able to make these into clothing. yes no

18. For five years after, nothing extraordinary happened. yes no

19. He lived on in the same course, in the same condition and place, just as before. yes no

20. Crusoe never did make a smaller boat. yes no

CRUSOE'S DAY BOOK

Defoe, Daniel, Robinson Crusoe, put into Basic English by T. Takata (Psyche Miniatures) London: Kegan Paul, 1933. pp. 49-57

Crusoe's Day Book

Crusoe came to land on the "Island of No Hope" as it was named by him on the thirtieth of September, 1659, and had been there for almost nine months, when one morning, in June, 1660, he came across a great turtle. In his day-book he says:

"I gave up June 17th to cooking the turtle. There were sixty eggs inside the turtle, and its meat seemed to me, at that time, to have the best and most pleasing taste of any food I had ever had, because I had had no meat but that of goats and fowls all the time I had been in this unhappy place."

A short time after this Crusoe became so ill that he was unable to go from his bed or take any food. So feeble was he that, though almost dead from need of drink, he was unable even to get himself a glass of water. In his day-book he give an account of this experience

"June 28.- Having got a little stronger after some sleep, and feeling a little better I came to the decision to get some food and drink near me for fear of being again unable to do anything for myself. First I put water in a great bottle, and put it on my table near my bed. Then I took a bit of goat's meat, and got it cooked on the coals, but was able to take very little.

"After I had taken food, I made an attempt to go for a short walk, but I was so feeble that I was almost unable to take up my gun. I went a little way, took a seat on the grass, and had a look at the sea, which was now before me, and very quiet and smooth. I then came back to my house, and a little later had a good sleep, and was conscious of nothing till, by the sun, it was certainly near three in the later part of the day after; in fact, to this hour, I am not quite certain that I did not go on sleeping all the second day and night, and till almost three the day after that.

"But however that was, after my sleep I was much better, and much happier in my mind. When I got up I was very pleased to see that I was stronger than I had been the day before, and still more pleased that I had a great desire for food."

After he had been ten months on the island, Crusoe took steps to get a complete knowledge of it. He came across a place between

two slopes where there were tobacco and sugar plants. There were plants which went twisting round treestems and had berries on them like those from which wine is made. He let some of these berries get dry in the sun, so that they would keep good for a long time. In addition, there were trees giving the berries which are used for making chocolate, and orange trees, and other fruit trees.

In this fertile part of the island, Crusoe put up a sort of summer-house, with a strong wall round it. "I said to myself now," he says in his day-book, "that I had my country house, and this work took me till the earlier part of August."

About the end of August one of Crusoe's cats, which had not been seen for some time, came back with three young ones. No other important event took place till he had been on the island a year. "On this day I took no food," he says in his day-book, "making it a special day of religion. I did not have any food or drink for twelve hours, not till sundown. I then took some hard cake and some wineberries, and went to bed, ending the day as it had been started.

I saw now that there was no summer or winter, as in Europe, but that there were two wet times and two dry times in the year.... After I had seen by experience that it was bad to be about in the rain, I took care to get food in, so that I might not be forced to go out in wet weather.......in this time I had much work to do... in making a great number of baskets."

Having in this way got through the wet months more or less in comfort, Crusoe made the decision to have a good look over the island again. So he took his gun, his food, and went out with his dog. It was on this journey that he got the young parrot, which was trained in after years to say his name.

On the other side of the island Crusoe came across a great number of turtles, fowls, and goats. On this journey his dog got a young goat. The account of this experience is given in Crusoe's words:

"Running in, I took it and kept it safe from the dog. I had a great desire to take it back if I was able. I had frequently given thought to the idea of getting one or two young goats for the purpose of training them, so that I might have them for meat when

my powder and lead were all gone.

I made a little collar for this animal, and with some cord which I had in my pocket, I took him with me, though with some trouble, till I came to my summer-house, and there I put him inside and went away, because I had a great desire to get back."

And now came the third year of Crusoe's time on the island. He gives an account of his everyday existence in these words:

"I was at work most of the day, having regular hours in which to do the different things which were necessary. I gave up some time to reading the Bible. I went out with my gun for three hours every morning, and it took me some time putting in order, salting, storing and cooking the meat I had got.

In the middle of the day, when the sun was high, the heat was so great that I was unable to go out, so that about four hours in the later part of the day was the only time in which it was possible for me to do my work."

While Crusoe's grain-plants were coming up, he saw there was a danger that they might be taken by birds and animals. He put a wall round the place to keep out the goats, which would have taken all the grain when it was still green; but it seemed certain that the birds would take it all after the grain had been formed.

One day he went to the place to see how the plants were getting on, and saw all sorts of birds in his small field. This made him angry and he let off his gun at them, getting three. Quickly a mass of birds got up from the grain itself, which they had been taking. Crusoe took up the three dead birds, and put them up in chains on a tree as a sign to the other birds to keep away. The effect was surprising. Not only did the birds keep away from there they did not go near that part of the island while the bodies were hanging there.

In December, Crusoe got in his grain. After cutting off the heads of the plants, he got out the grain by rubbing with his hands.

He then made an attempt to make pots and basins with earth, and after much trouble he was able to do this. In addition, he made a sort of crushing-hammer and a basin of hard wood, for powdering his grain into meal; and he got his bread cooked on bricks which he had made for himself.

And now Crusoe did something much harder. He made a attempt at building a boat. Here is his account of it:

"I went to work, and got down a great tree. It was five feet ten inches at the lower part where it was cut off, and four feet eleven inches across at the end of twenty-two feet. After that it became less thick for some way up, and at the end there were branches.

It was not without much hard work that I got this tree down. It took me twenty days to get the base cut through. I took fourteen more to get the branches and the top cut off with my wood-cutting instruments.

After this, it took me a month to get it cut into the right form and made smooth so that it was something like the floor of a boat, and able to keep in the right position in the water. It took me three months more to make the inside hollow, so that it would in fact be a boat.

I did this without fire, and with nothing but a hammer and a sharp-edged instrument. After much hard work I had a very good-looking boat, of a size which would take twenty-six men, and so there was space enough in it for me and all my goods.

When I had done this work, I was much pleased with it. The boat was in fact much greater in size than any boat made from one tree which I had ever seen. It had certainly been a greattrouble to make.

Now there was nothing to do but to get it into the water. If I had been able to do this, I have no doubt that I would have gone on the strangest and most foolish journey which has ever been undertaken."

But when this boat was made, he was unable to get it into the water, because of its size and weight.

"I was still attempting to do this, he says in his day-book, "when I came to the end of my fourth year in this place, and kept the day as seriously as before, and with much comfort."

By this time Crusoe had almost come to the end of the clothing he had got from the ship; but he kept the skins of all the animals he put to death, and so he was now able to make these into clothing.

First, he made a hat with the hair with the hair on the outside to keep off the rain. He was so pleased with this that he made in a addition a loose coat and trousers. Then he gave much attention and trouble to making an umbrella.

"After this," he says, for five years, nothing special took place. I went on living in the same way, in the same condition and place as before. I had my work of planting enough grain and rice, and drying enough wine berries every year to have a year's food in store in addition to this, the chief thing I did was to go out every day with my gun. After some time I made a smaller boat. By cutting a waterway to it, six feet wide and four feet deep, I got it into the inlet, which was almost half a mile away....now that I had a boat, my idea was to go round the island in it."

Name ____

School ____________________________ Date ____________________

Put a line under the words that give the right answer:

1. Crusoe came to land on the "Island of No Hope" as it was named by him on the thirtieth of September , 1659, and had been there for almost nine months, when one morning, in June, 1660, he came upon a great turtle.

1. To what land did Crusoe come?

2. Having got a little stronger after some sleep, and feeling a little better, I came to a decision to get some food and drink near me for fear of being again unable to do anything for myself.

2 . What decision did he come to after he was stronger ?

3. After he had been ten months on the island, Crusoe took steps to get a complete knowledge of it. He came across a place between two slopes where there were tobacco and sugar plants.

3. What did Crusoe come across between the slopes?

4. I saw now that there was no summer or winter, as in Europe, but that there were two wet times and two dry times in the year.......

4. What did he see that was different in Europe?

Name ________________________________

School ____________________________ Date ____________________________

Put the right word in the right spaces:

decision
dog
gun
parrot

Crusoe made a ________ to have a good look over the island again. So he took his ________ his food, and went out with his ________. It was on this journey that he got the young ________.

Bible
hours
putting
meat
regular
went
work

I was at ________ most of the day, having ________ hours in which to do the different things which were necessary. I gave up some time to reading the ________. I ________ out with my gun for three ________ every morning and it took me some time ________ in order, salting, storing, and cooking the ________ I had got.

attempt
basin
bread
himself
meal
trouble

Crusoe made an ________ to make pots and basins with earth, and after much ________ he was able to do this. In addition, he made a sort of crushing-hammer and a ________ of hard wood for powdering his grain into ________ and he got his ________ cooked on bricks which he had made ________.

boat
branches
down
fourteen
hard
instruments
tree
twenty

In building a ________, Crusoe, got down a ________. It was not without much ________ work that he got this tree ________. It took him ________ days to get the base cut through. He took ________ more to get the ________ and the top cut off with his wood-cutting ________.

Name ______________________________

School ______________________________ Date ______________________________

Put a circle round "yes" or "no":

1. This is the story of Crusoe's "Day-Book". yes no
2. He came to land on the "Island of Hope". yes no
3. Crusoe became very ill. yes no
4. He did not get stronger after some sleep. yes no
5. Crusoe put up a sort of summer-house on a fertile part of the island. yes no
6. There was no summer or winter in this place as in Europe. yes no
7. On one of his journeys his dog got a goat. yes no
8. Crusoe's grain plants were never taken by birds and animals. yes no
9. He did not put up three dead birds as a sign to the other birds to keep away. yes no
10. He made pots and basins with earth. yes no
11. It was hard work for Crusoe to get the tree down to make a boat. yes no
12. It was not hard for him to get it cut into the right form. yes no
13. He made a good-looking boat. yes no
14. The boat was of a size that would take twenty men. yes no
15. When his boat was made, he was unable to get it into water, because of its size and weight. yes no
16. By the end of the fourth year on the island Crusoe had almost come to the end of his clothing. yes no
17. He did not keep the skins of all the animals he put to death, so he was not able to make these into clothing. yes no
18. For five years after nothing special took place yes no
19. He went on living in the same way, in the condition and place as before. yes no
20. Crusoe never did make a smaller boat. yes no

THE WHISTLE

Franklin, Benjamin, *Autobiography*, Philadelphia: J.P.Lippincott and Company, Vol. II. pp. 491-493.

THE WHISTLE

When I was a child of seven years old, my friends, on a holiday, filled my pockets with coppers. I went directly to a shop where they sold toys for children; and, being charmed with the sound of a whistle, that I met by the way in the hands of another boy, I voluntarily offered and gave all my money for one. I then came home, and went whistling all over the house, much pleased with my whistle, but disturbing all the family. My brothers, and sisters, and cousins, understanding the bargain I had made, told me I had given four times as much for it as it was worth; put me in mind what good things I might have bought with the rest of the money; and laughed at me so mush for my folly, that I cried with vexation; and the reflection gave me fore chagrin than the whistle gave me pleasure.

This however was afterwards of use to me, the impression continuing on my mind; so that often, when I was tempted to buy some unnecessary thing, I said to myself, "Don't give too much for the whistle; and I saved my money.

As I grew up, came into the world, and observed the actions of men, I thought I met with many, very many, who gave too much for the whistle.

When I saw one too ambitious of court favor, sacrificing his time in attendance on levees, his repose, his liberty, his virtue, and perhaps his friends, to attain it, I have said to myself, "This man gives too much for his whistle."

When I saw another fond of popularity, constantly employing himself in political bustles, neglecting his own affairs, and ruining them by that neglect, "He pays, indeed," said I, "too much for his whistle.

If I knew a miser, who gave up every kind of comfortable living, all the pleasureof doing good to others, all the esteem of his fellow-citizens, and the joys of benevolent friendship, for the sake of accumulating wealth, "Poor man," said I, "you pay too much for your whistle."

When I met with a man of pleasure, sacrificing every laudable improvement of the mind, or of his fortune, to mere corporeal sensations, and ruining his health in their pursuit, "Mistaken man," said I, "you are providing pain for yourself, instead of pleasure; you give too much for your whistle."

If I see one fond of appearance, or fine clothes, fine houses, fine furniture, fine equipages, all above his fortune, for which he contracts debts, and ends his career in a prison, "Alas!" say I, "he has paid dear, very dear, for his whistle."

When I see a beautiful, sweet-tempered girl married to an ill-natured brute of a husband, "What a pity," say I, "that she should pay so much for a whistle!"

In short, I conceive that a great part of the miseries of mankind are brought upon them by the false estimates they have made of the value of things, and by their giving too much for their whistles.

Name ______________________________

School ____________________ Date ____________________

Number these statements as they came in the story:

I gave him all my money for it.

On my way I was charmed with the sound of a whistle that another boy had.

When I was seven years old my friends filled my pockets with coppers.

I went directly to a shop where they sold toys for children

The thought of what I had done gave me more pain than the whistle gave me pleasure.

Afterwards, when I was tempted to buy some unnecessary thing, I said to myself: "Don't give too much for the whistle;" and I saved my money.

My family told me that I had given four times as much for it as it was worth.

I thought that I met many, very many, who gave too much for the whistle.

In short, a great part of the miseries of mankind are brought upon themselves by false estimates they have made of the value of things, and by their giving too much for their whistles.

When I grew up, and came into the world, I observed the actions of men.

Franklin, Benjamin, [illegible] of an Early American, a selection from his writings put [illegible] English by C.K.Ogden, (Psyche Miniatures) London: Kegan Paul, [illegible] pp. [illegible]

THE WHISTLE

Franklin, Benjamin, Wise Words of an Early American, a selection from his
writings put into Basic English by C.K.Ogden, (Psyche Miniatures)
London: Kegan Paul, 1935. pp. 91-93

THE WHISTLE

When I was a little boy of seven, my friends, on a day when I had no school-work to do, gave me a pocket full of coppers. I went straight off to a store where they kept playthings. But, on the way, I was much pleased by a sound of a whistle which was in the hands of another boy, and I gave him all my money for it. I then came back, and went whistling all about the house, much pleased with my whistle, but troubling all the family. My brothers, and sisters, and relations, hearing of the exchange I had made, said that I had given four times as much for it as its true value. This put me in mind of what good things I might have got with the rest of the money, and they made such sport of me for being so foolish, that I became angry and unhappy. The thought of what I had done gave me more pain than the whistle gave me pleasure.

Later, however, it was of use to me; because it became fixed in my mind, so that frequently, when I had a desire to get some unnecessary thing, I said to myself: "Don't give more than the value of the whistle." And so I kept my money.

When I was older, and more experienced, and took note of the behavior of men, it seemed to me that there were a great number who gave more than the value of the whistle.

When I saw anyone with an over-great desire to get a position in the King's circle, wasting his time at society events, giving up his rest, his good qualities, and probably his friends, putting himself under the authority of others, simply to get it, I have said to myself: This man gives more than the value of his whistle.

When I saw another with a desire forpublic approval, using up all his time in political work, giving no attention to his business, and so causing his downfall; He certainly gives more than the value of his whistle, I said.

If I saw a money-lover, who gave up every sort of comfort, all the pleasure of doing good to others, all the respect of men, and the pleasure of having kind friends, so that he might have a store of money, Poor man, I said, you certainly give more than the value of your whistle.

When I see a man of pleasure, giving up every chance of learning, or of making a better living, for physical feeling only, You are in error, I say, you are making pain for yourself, and not pleasure: you give more than the value of your whistle.

If I see one with a love of beautiful clothing, beautiful things for his house, beautiful horses and carriages, for which he has not enough money, and for which he gets into debt, and goes to prison for the rest of his days, I say: He has given a high price, a very high price, for his whistle.

When I see a beautiful, kind girl, married to a bad-humoured pig of a man, How sad it is, say I, that she has given so much for a whistle.

In other words, I saw that a great part of men's pain was caused by the false idea they had of the value of things, and by their giving over-much for their whistles.

Name ______________________________

School ____________________ Date ______________

Number these statements as they came in the story:

I gave all my money for it.

On my way I was much pleased by the sound of a whistle which another boy had.

When I was seven my friends gave me a pocket full of coppers

I went straight off to a store where they kept playthings.

The thought of what I had done gave me more pain that the whistle gave me pleasure.

Later when I had a desire to get some unnecessary thing, I said to myself: "Don't give more than the value of the whistle;" so I kept my money.

My family said that I had given four times as much as its true value.

It seemed to me that there were a great number who gave more than the value of the whistle.

In other words, a great part of men's pain is caused by the false idea of the value they have of things, and by giving overmuch for their whistles.

When I was older, and more experienced, I took note of the behavior of men.

FIRESIDE STORIES

Phelan, Margaret S. G., Fireside Storess (Our Changing World Series)
New York: Thomas Nelson and Sons: 1937. pp.9-19

CANDLELIGHT TALES

Candle Days

In the summer time no one was allowed to forget that winter with its long dark evenings was ahead. The children carried home pine-knots, and heaped them in the shed to be used for lighting the wood-yard when the men wanted to work after dark, or to light up the hill for coasting on nights when there was no moon. Then, too, the children were on the lookout for fallen pitch-pine trees, and clumps of bayberry bushes. Father and the older boys sawed up the pitch-pine logs, and piled them up in the wood-yard for Uncle Adam.

Uncle Adam chopped away the outer part of the blocks of pitch-pine and piled it up to dry for kindling. He kept the fat hearts of the blocks in a pile by themselves. Then he would seat himself beside the pile, on a big block of wood with another block in front of him. With his short-handled axe he would split the pitchy hearts up into thin narrow strips of wood. He tied these into bundles, and hung them up in the attic to dry. When a strip was dry, it would burn with a clear light. Uncle Adam called these strips candle wood, and said that in the early days his grandfather had to use them instead of candles, at times when the candle supply was low, or when he was on a hunting trip and wanted to keep his pack as light as possible. We used the candle wood to light the candles, and the lamps, and to start Father's pipe.

In September, the children gathered the bayberries in sacks as if they were nuts, and left them in the summer kitchen, where they lay until someone had time to boil them. On a mild day in October, Father swung the small iron kettle on a crane in the yard and built a fire under it. He filled the kettle almost full of water and threw the bayberries into it. We kept the fire going all day long, and by night the whole kettle was filled with a thick soupy mass. In the morning the kettle was almost full of hard bayberry wax. Mother cut it out in chunks and laid it away to use for her choicest candles.

The bayberry candle gave off a sweet perfume when it burned; it withstood the heat of summer; and there was nothing greasy about it. Mother made the bayberry wax into dipped candles and used them only on special occasions like Christmas or christenings or other affairs equally important. She had twelve candle rods, which were always kept in the little cupboard beside the kitchen fireplace. The rods were slender, and about a foot and a half long. Onto these rods Mother slipped the loop of the twisted candle wicks and laid the rods in place with the ends resting on the back of two chairs. Then she melted the bayberry wax and began to dip the candles. Into the kettle of wax Mother lowered the dangling candle wicks and then set the rod back in place to let the wax harden while she dipped another set of wicks. By the time she had dipped the twelfth set of wicks the first set was ready for another dip into the pan of bayberry wax. When the wax was all used up, Mother had about one hundred and fifty bayberry candles.

We did not use the bayberry candles every day; neither did we dip all the candles which we needed. We had four big candle molds for making the candles for everyday use, and it was my Saturday task to make the candles for the coming week. Each mold held twelve candles. Through the hole in the bottom of each hollow tube I drew a candle wick, and tied a knot in the end of the wick to keep it from pulling up through the hole. Then I slipped a stick through the loop at the upper end of the wick and laid the stick across the top of the hollow tube to keep the wick in place.

I made the candles from beef tallow saved up when Father killed the cattle in the fall; but sometimes I used mutton tallow also. The tallow pot always hung in the shed. I had to add a chunk of tallow to what was in the pot, and swing the pot of tallow over the hot coals of the fireplace until all the tallow was melted. I lifted it from the fire with a hook and set it on a flat stone placed near the fireplace to hold hot pots. I dipped out the hot tallow and poured it into the tubes with the wicks; set each wick so that it was in the center of the tube; and carried the hot mold out to the shed to cool. When the tallow was cold and hard, I cut away the knot on the bottom of the mold and lifted the candles out of the mold. I made forty-eight candles every Saturday, all winter long.

On a shelf in our back shed stood two queer-looking pewter dishes. One looked like a teapot, only its spout was longer; and the other like a Roman lamp. They were lamps that my grandfather had used in the early days, when candles were scarce and had to be made by dipping. Father said that Grandfather used to read the Bible by the light of these queer lamps and that Grandmother used to sew by the same light. The bowl of the lamp was filled with whale oil when Grandfather had it, but at other times with salmon oil. A candlewick or rag was drawn through the long spout and one end allowed to lie in the bowl of the lamp. When the oil had soaked up to the tip of the wick sticking out through the spout, that end was lighted. I tried the Roman lamp one time, with a piece of nice clean candle-wicking and salmon oil. I did not like the results. The lamp smoked and sputtered, and the oil smelled so bad that Mother told me to take the thing out of the house. I was only too glad that we had nice clean tallow candles to use.

I shall never forget the first kerosene lamp in our house. Uncle Adam brought it to Mother shortly after the Civil War. We were all afraid of it, even Uncle Adam. It was a big glass lamp with a flat wick and a burner that let the air get into the chimney to the burning wick. Uncle Adam set it on Mother's sewing table in the "front room," and we stood about looking at it and wondering how to use it and whether the thing might not explode. Someone remembered that Cousin David was home from the city, and Mother sent Robert across the field to ask David to come over to help us. Cousin David came at once, laughing at our fears. We stood as far away from the lamp as our pride would allow us to, while David lighted it. After a while our courage grew and we crept nearer to the beautiful light. In time we had no fear of the lamp at all, and soon it had replaced the candles as a household light. Then my task was changed and my title was no longer "candle maker," but "washer of the lamps."

In the early days of the kerosene lamp some plan was necessary if the farmers were to have all the oil they needed. The Adams' homestead had a shed built apart from the rest of the buildings; so it was decided that Mr. Adams would buy a puncheon of oil and sell the neighbors what they needed, a can at a time. That was the beginning of storekeeping in our neighborhood. It was the task of the younger children to get the oil from Adams' store

One Saturday in the late winter, Flod's turn came to go for the oil, but she forgot it until it was almost time to light the lamps. Then she snatched the can and raced off through the woods, hoping that she would get back before dark. There had been a thaw, and the snow was very soft. Flod sank into the deep snow at every step on the way over to Adams'. It was growing colder, and by the time she started home the crust was strong enough to hold her, so she scampered off, again taking the short cut through the woods. It was just dark enough to cause shadows under the trees, and Flod was trying her best not to be afraid, when she heard something go "plunk" in the snow behind her. Looking back, she saw a pair of gleaming eyes on the path behind her and the form of some wild animal. Flod waited for nothing more, but away like the wind she sped over the crust toward home, screaming when she could get her breath. Between her screams she could hear something lumbering along behind her, breaking through the crust at every step. Father heard her screams and went out to meet her, with his axe in one hand and a tin lantern in the other. He reached her just as she came to the edge of the field, and carried her home. The animal slunk off at the sight of the lantern; but the tracks which Robert found on the trail the next morning looked like those of a lynx. Flod never again forgot to go for the oil when her turn came.

I remember very well the first friction matches that came into our house. Father bought them on one of his trips to the city. They were packed in flat layers of waxy sticks which came out of the box a layer at a time. It was necessary to break off a match in much the same way as the matches are broken loose from the flat advertising packages to-day. The matches were a novelty for a long time and were used sparingly. On the days when we used more than one match, we felt very wasteful indeed. Before the day of matches Father used his flint and steel to start the fire. That was a slow way of starting fire, so we were very careful to keep the fire from going out. We tried to keep a few live coals carefully covered in the ashes to start the next fire.

Just after the February thaw the Indians made a sugar camp in Father's sugar maple lot over the hill; and when the sugaring-off time came, we went out for an evening in the camp. The Indians were friendly and gave us hot maple taffy to pour on the snow to harden. I remember one night, because it was just after a pack of timber wolves had been seen near the settlement. When our fun was over for the evening, Chief Nola-dam called Robert aside and told him that each one should carry a lighted birch-bark torch on the way home. Nola-dam and the Indian men helped to make the torches, which were long poles split at one end. A big bunch of birch-bark was slipped into the slit, which shut on the bark and held it. When we were ready to start, each with an unlighted torch, Nola-dam went down the line; lighted each torch; and told us to scamper for home. Scamper we did, on the old wood road that led up over the hill and down to the barnyard at home. All along the trail the light of the torches caught the eyes of the wild animals along the way, and the gleaming eyes beside the path encouraged speed.

Name ______________________________

School ______________________________ Date ______________

Plase a circle round the "T" or the"F"

1. Pine-knots were not to give light in the dark. T F

2. Fat hearts from the blocks of pine were not kept in a pile by themselves. T F

3. The pitchy hearts were split into thin, narrow strips of wood. T F

4. When a strip was dry, it would burn with a clear light. T F

5. Bayberry wax was made into dipped candles which were used only on special ocassions. T F

6. Candles were never made from beef tallow. T F

7. Hot tallow was poured into tubes with wicks in them. T F

8. When the tallow was cold and hard, the candles were taken out. T F

9. In the early days, when candles were hard to get, kerosene lamps were used. T F

10. A kerosene lamp is not a glass lamp with a flat wick and a burner that let the air get into the chimney to the burning wick. T F

11. Kerosene lamps replaced candles. T F

12. Oil was used in kerosene lamps. T F

13. No plan was necessary if the farmers were to have all the oil they needed. T F

14. Oil was not sold; you could get as much as you needed. T F

15. Selling oil a can at a time was the beginning of store-keeping. T F

16. Flod never saw a lynx when it was her time to go for oil. T F

17. Before the day of matches flint and steel were used to start a fire. T F

18. Hot maple taffy is never poured on snow to harden T F

19. A torch was made from a long pole split at one end and in which was slipped a big bunch of bark. T F

20. The rays of these torches were not bright. T F

CANDLE LIGHT TALES

Phelan, Margaret S.G., Candle Light Tales (Our Changing World Series,
Basic English Edition) New York: Thomas Nelson and Sons, 1934. pp.6-17

FIRESIDE STORIES

Wax Light Days

In the summer-time there was much to keep us all in mind of the fact that winter, with its long, dark nights, was not far away. The boys and girls took pine-tree knots back to the house, and put them together in an outhouse to be used for lighting the wood-place when the men had to go on working after dark, or to give a light for playing on the snow-covered slopes on nights when there was no moon. In addition, they kept a watch for pine trees which had come down, and for bayberry trees. Father and the older boys got the pine cut upp into thick bits, and put them in the wood-place for father's brother, Uncle Adam.

Uncle Adam took the outer parts off the bits of pine, and put them together to get dry for fire-lighting. We kept the fat hearts in a place by themselves. Then he would take a seat on a great bit of wood with another bit in front of him, and get the sticky hearts cut up into thin, narrow bits of wood. He put a cord round these, hanging them up in the roof-room to get dry. When dry, these bits gave a good clear light. Uncle Adam said that in the early days his father's father had to make use of pine hearts in place of wax lights, at times when the the store of wax lights was low, or when he was out after animals and it was important to have as little weight on his back as possible. We made use of this wood for lighting the wax lights and the oil lights, and for starting Father's pipe.

In September, the boys and girls got the bayberries together in bags as if they were nuts, and put them in an outhouse where they were kept till someone had time for boiling them. On a warm day in October, Father got the iron pot hooked on to a support in the space at the back of the house, and made a fire under it. When the pot was almost full of water he put the bayberries into it. We kept the fire going all day long, and by night the bayberries had become a thick soup-like mass. In the morning the pot was almost full of hard bayberry wax. After cutting it out in thick bits, Mother put it away to be used for her best wax lights.

The bayberry wax gave off a sweet smell when it was burning; the heat of summer had no effect on it, and it was free from fat. Mother made the bayberry wax into lights, and they were used only at special times, like Christmas or naming-days, or for other equally important events. She had twelve rods which were kept in the little cupboard by the fireplace. The rods were thin, and about a foot and a half long. After slipping the bent-up end of the twisted wax-light threads on to these rods, Mother put the rods in place with their ends resting on the back of two seats. Then, after heating the bayberry wax till it was soft, she was ready to make the wax lights. Into the pot of wax she let down the hanging threads, and then put the rod back in place to let the wax get hard, while she let down some more threads into the pot. By the time she had done this twelve times, the first ones were ready to go into the pot of bayberry wax again. When the wax was all used up, Mother had about one hundred and fifty bayberry wax lights.

The bayberry lights were not used every day; and we did not make all our wax lights at one time. We had four great vessels in which we made the wax lights for everyday use, and it was my Saturday work to make enough for the coming week. Every vessel took twelve wax lights. Through the hole at the base of every hollow pipe I put a thread, and made a knot in the end of the thread to keep it from pulling up through the hole. Then, slipping a stick through the curved thread at the top end, I put the stick across the mouth of the hollow pipe to keep the thread in place.

I made the wax lights from beef fat, which we kept when Father put the cows to death in the fall; but sometimes I made use of sheep fat in addition. The fat-pot was kept hanging up in the outhouse. I had to put a thick bit of fat to what was in the pot, and keep the pot over the burning coals of the fireplace till all the fat had become liquid. I took the pot off the fire with a hook, and put it on a flat stone near the fireplace which was used for warm pots. I took out the liquid fat and put it into the pipes with the threads in them, placing every thread so that it was in the middle of the pipe, and then took the vessel to the outhouse to get cold.

When the fat was cold and hard, the knot at the base was cut off and the lights were taken out. I made forty-eight wax lights every Saturday, all through the winter.

On a shelf in our back outhouse were two strange-looking vessels made of a grey sort of metal named 'pewter.' One was like a teapot, but its lip was longer; and the other was like a Roman oil-light. They were oil-lights used by my father's father in the early days, when wax lights were hard to get and had to be made by a slow process. Father said his father made use of these strange lights when reading the Bible, and his mother did her needlework by the same light. Sometimes whale oil was used in this light, and sometimes salmon oil. The thread of a wax light, or a bit of cloth, was pulled through the long lip, so that one end was resting in the basin of the vessel. When the oil had got through to the end of the thread coming out of the lip, that end was lighted. I made a test of the Roman light once, with a bit of clean thread and salmon oil. I was not pleased with the effect. The burning oil sent out smoke and made a cracking noise, and it had such a bad smell that Mother said I was to take the thing out of the house. I was very pleased that we had good, clean wax lights for our use.

I have a very clear memory of the first paraffin light in our house. Uncle Adam gave it to Mother not long after the Civil War. We were all in fear of it, even Uncle Adam. It was a great glass vessel, with a narrow band of material and a burner which let the air get into the smoke-hole to the burning band. Uncle Adam put it on Mother's needlework table in the 'front room,' and we all came and had a look at it, uncertain what to do with it, and fearing the thing might go off with a loud noise.

Someone had the bright idea that Cousin David was back from the town, and Mother sent Robert across the field to make David a request to come over and get the light going. He came quickly, laughing at our fears. We kept as far away from the light as our self-respect would let us, while David got it lighted. After a time we got over our fear and came slowly nearer to the beautiful light. Later we had no fear of it at all, and in a short time it had taken the place of the wax lights in our house. Then my work was changed, and in place of making wax lights I had to keep the oil

lights clean.

In the early days of the oil light some organization was necessary if the farmers were to have all the oil which was needed. The Adams' farm had an outhouse which was seperate from the rest of the buildings; so Mr. Adams undertook to get a great vessel of oil and let the rest of us get our oil from him at a fixed price, a little at a time. That was the start of store-keeping in our part of the country. It was the work of the younger ones to get the oil from Adams' store.

One Saturday in the late winter, Flod's turn came to go for the oil, but it went out of her mind till it was almost time for the lights to be put on. Then she took up the vessel quickly, and went off at a run through the woods, hoping that she would be back before dark.

The weather had got warmer, and the snow was very soft. Flod's feet went deep into the snow at every step on the way over to the Adams'. It was becoming colder, however, and by the time she made a start back again the top of the snow was strong enough to give her support, so she went running off again, taking the short way through the woods.

It was dark enough to make a deep shade under the trees, and Flod was doing her best not to let her fears get the better of her, when there was a sudden noise in the snow at her back. Looking round, she saw two bright eyes on the footway and the form of some animal. Waiting for nothing more, Flod went off like the wind over the hard snow in the direction of the house, crying out when she was able to get her breath. Between cries she was conscious of something coming slowly after her, cracking the hard snow at every step. Her cries came to Father's ears, and he went out to her with a wood-cutter's knife in one hand and a light in the other. He got to her when she was at the edge of the field, and took her back to the house in his arms. The animal went quietly off when it saw the light; but the footprints which Robert saw the morning after seemed like those of a lynx. Flod was never late again in going for the oil when her turn came.

I have a clear memory of the first matches lighted by rubbing which came into our house. Father got them on one of his journeys to the town. There were lines of waxed sticks in the box, one on top of the other, and the matches came out a line at a time. A match had to be broken off in much the same way as the matches are broken off from the flat advertisement cards to-day. The matches seemed very strange for a long time, and were used as little as possible. When more than one match was used in one day, it seemed to us a shocking waste. Before the time of matches Father made use of his stone and steel for starting the fire. That was a slow way of starting a fire, so we took great care to keep the fire from going out. We did our best to keep two or three red coals covered up among the dead ones for starting another fire with.

With the coming of the warmer weather in February, the Indians put up their houses among Father's sugar maple trees on the other side of the slope; and when the sugaring-off time came, we went one night to see them. The Indians were kind, and gave us liquid maple sugar to put out on the snow to get hard. One night is still clear in my memory, because it was not long after a number of wolves had been seen near the place.

When we were ready to go, Chief Nola-dam took Robert on one side and said that it would be well for every one to have a birch hand-light on the journey back. Nola-dam and the Indian men gave us help in making the hand-lights, which were long sticks with a crack at one end. A mass of cuttings from the outside of the birch tree were slipped into the crack, so that they were gripped tightly in it. When we were all ready to make a start, every one with a stick in his hand, Nola-dam went down the line, lighting them all, and ordering us to go back to the house at a run. We did go at a run, on the old wood road which went up over the slope and back to our outhouses. All down the road animal eyes were made bright by the rays from our lights, and with those bright eyes watching us we went very quickly.

Name____

School____________________________________Date__________________

Put a circle round the "T" or the "F"

1. Pine-tree knots were not used to give light in the dark. T F
2. Fat hearts from the pine bits were not kept in a place by themselves. T F
3. The sticky hearts were cut up into thin, narrow bits of wood. T F
4. When dry, these bits gave a good clear light. T F
5. Bayberry wax was made into lights which were used only at special times. T F
6. Wax lights were never made from beef fat. T F
7. Liquid fat was put into pipes with threads in them. T F
8. When the fat was cold and hard, the lights were taken out. T F
9. In early days, when wax lights were hard to get, oil-lights were used. T F
10. A paraffin light is a wax light. T F
11. Paraffin lights took the place of wax lights. T F
12. For paraffin lights oil was used. T F
13. No organization among the farmers was necessary to have all the oil which was needed. T F
14. Oil was not got at a fixed price. T F
15. Giving oil a fixed price was the start of store-keeping. T F
16. Flod never saw a lynx when it was her turn to go for oil. T F
17. Before the time of matches stone and steel were used for starting a fire. T F
18. Liquid maple sugar is never put on snow to make it hard. T F
19. Hand-lights were made from long sticks with a crack at one end in which a mass of cuttings from the outside of a tree were slipped. T F
20. The rays of these hand-lights were not bright. T F

THE GOLDEN TOUCH

Eichel, Charles G., Kehoe, Ed.J., and Hornstein I.O., *The Treasure Chest of Literature*, Fourth Year, Boston: Houghtoh Mifflin Company, 1935
p.47

The Golden Touch

Midas was enjoying himself in his treasure-room, one day, when he beheld the figure of a stranger, standing in the bright and narrow sunbeam! It was a young man, with a cheerful and ruddy face. Certainly, although his figure was in the path of the sunshine, there was now a brighter gleam upon all the piled-up treasures than before.

As Midas knew that he had carefully turned the key in the lock, and that no human strength could possibly break it, he concluded that his visitor must be something more than human. It looked as though he had come to do Midas a favor. And what could that favor be, unless to multiply his heaps of treasure?

In what room was Midas enjoying himself?

What did he behold standing in the bright narrow sunbeam?

What did he know that he had done carefully?

What had he concluded?

For what reason did it look as though the visitor had come to Midas?

THE TOUCH OF GOLD

Translated into Basic English for class use.

THE TOUCH OF GOLD

Midas was in his room with the store of gold, one day, and taking great pleasure in it, when he saw the form of a strange person, in the bright and narrow light of the sun. It was a young man, with a happy, red face. Though his form was in the way of the sun, there was now a brighter light upon all of the store of gold than ever before.

Midas was certain that the key in the lock had been turned with care, and no person was possibly able to get the lock broken. He came to the decision that this person was something more than a common person. It seemed to Midas that he had come to do him a kind act. And what would that kind act be, if not to give him more and more gold.

In what room was Midas taking great pleasure?

What did Midas see in the bright and narrow light of the sun?

What was Midas certain of?

What decision did he come to?

For what purpose did it seem to Midas that the person came to him?

DATE DUE

FOR REFERENCE

~~JUL 1 1965~~

for use

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